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CHATHAM --- COLLEGE

Academic Bulletin

1980-81

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Contents

The academic calendar	iii	Computer Studies	99
Chatham and a woman's future	1	Dance	99
The Chatham curriculum	1	Drama	51
The place and the people	5	Economics	53
The Chatham community	5	Education	54
The Chatham campus	5	English	57
The city	6	French	66
Life at Chatham	6	German	68
A brief history of the College	6	History	59
The academic program	11	Information Science	99
The advisory program	21	Mathematics	63
Academic advising	21	Music	72
Career planning and placement	21	Philosophy	74
Admission	23	Physical Education	78
Academic procedures	29	Political Science	79
Financial procedures	33	Psychology	82
College services	41	Religion	77
Courses of study	43	Russian	69
Administration and Management	91	Sociology-Anthropology	85
Art	45	Spanish	70
Biology	47	Women's Studies	100
Black Studies	99	Personnel	97
Chemistry	49	Index	105
Communication	93	How to get to Chatham	110

Academic Calendar for 1980-1981

Fall Term: September 2 — December 17

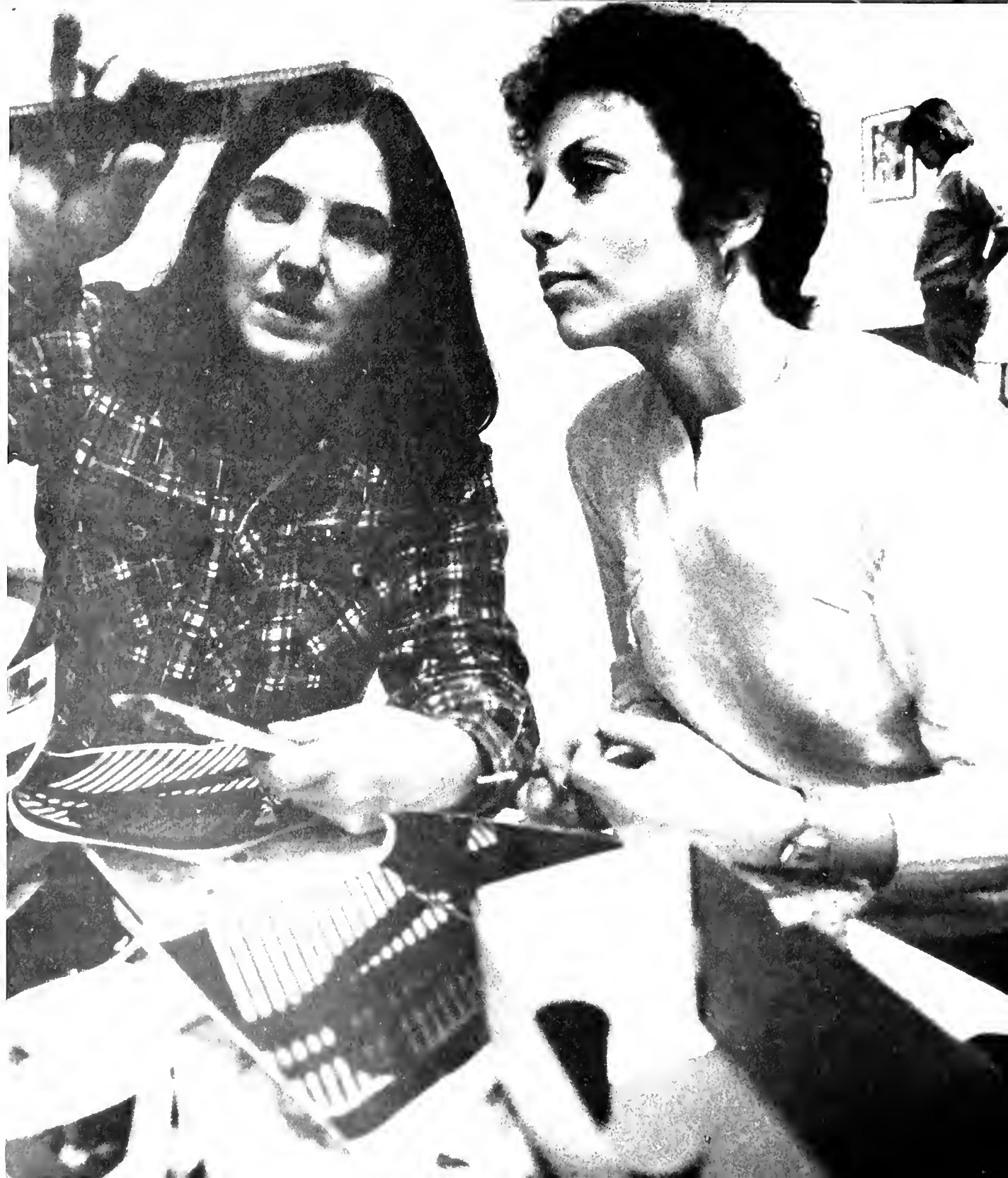
New students arrive	Tuesday, September 2
Freshman testing, advising	Wednesday, September 3
Upperclass students arrive	Saturday, September 6
Classes begin	Monday, September 8
New students register	Tuesday, September 16
Advising Week	Monday, November 10 Friday, November 14
Last classes before Thanksgiving	Tuesday, November 25
Thanksgiving	Wednesday, November 26 Sunday, November 30
Spring — Interim registration	Tuesday, December 2
Last class of Fall Term	Wednesday, December 10
Final examinations	Saturday, December 13 Wednesday, December 17
Winter vacation	Thursday, December 18 Sunday, January 4

Interim Period: January 5 — January 30

Interim break	Saturday, January 31 Tuesday, February 3
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Spring Term: February 4 — May 22

Spring Term begins	Wednesday, February 4
Spring vacation	Saturday, March 21 Sunday, March 29
Advising Week	Monday, April 13 Friday, April 17
Fall Term registration	Tuesday, April 28
Last class of Spring Term	Tuesday, May 12
Final examinations	Friday, May 15 Wednesday, May 20
Commencement	Friday, May 22



Chatham and a woman's future

Chatham College, a private liberal arts college for women, cherishes as its main purpose educational excellence in the arts and sciences. The College is simultaneously providing an environment and the special resources which enable women to prepare themselves for dealing with the complex problems of the modern world and for professional careers that are both personally and socially beneficial. Chatham believes that a liberal arts education should make their lives more valuable both for themselves and for others, and that women are best prepared for challenging positions in science, the arts, and business and industry through programs of liberal education which contribute at the same time to the richness of their intellectual and personal lives.

Aware of the increasing freedom and responsibility of contemporary women, Chatham believes that each student must make important choices about the nature of her educational program. From the wide range of courses available at Chatham each student, with the help of her faculty adviser, designs a program which meets her own interest and needs. The high standards of the faculty insure that this program stretches her potential to its highest level. Students and faculty are convinced that with careful planning a liberal education is compatible not only with traditional liberal arts majors, such as history, English, and philosophy, but also with pre-professional programs, inter-departmental majors, and multidisciplinary majors.

Small, vigorous classes and a close faculty-student relationship are hallmarks of learning at Chatham. In addition to her experiences on campus, each student tests her interests and skills through practical work experience. Faculty members and the Office of Career Programs help students to plan internship experiences in fields such as science, business, government, the media, performing arts, and many other professional fields. Students receive academic credit for their internships, because Chatham understands the value of education outside the classroom.

Chatham's 55-acre, wooded campus offers students a special advantage — proximity to Pittsburgh. Students experience the city in all of its facets — as a major corporate headquarters, as an academic center for over 60,000 students, as a center for scientific and

medical research, and as a vibrant cultural community caught up in the excitement of a dramatic downtown renaissance.

But Pittsburgh is also a city of rivers, rolling hills, and exciting ethnic neighborhoods. Chatham students draw on all these resources as they discover the city and their place in it.

The excitement of broad opportunities; the exhilaration of discovering what you can accomplish; the independence of making a commitment to success. These are all a part of learning at Chatham.

The Chatham curriculum

Each Chatham woman is an individual. She has her own special abilities, interests, and desires. So at Chatham, each woman has her own educational program.

There are no required courses at Chatham, except courses needed to fulfill requirements in a major. All students are expected to achieve proficiency in writing, either through satisfactory performance on examinations during their first year or through course work at the College. A student can pursue her chosen field in any one of a number of ways.

She may elect a major in any of the College's established departments. The Arts and Humanities offer majors in drama, art, music, English, modern languages, and philosophy and religion. Studies in Social Sciences encompass the fields of economics, history, political science, and sociology-anthropology. The Natural Sciences and Mathematics curriculum includes psychology and mathematics, with Bachelor of Science programs in chemistry and biology.

Other options for the Chatham student are programs in communication, administration and management, Black studies, information science, and education, which offers certification at three levels and nine secondary education programs. Within an inter-departmental or multidisciplinary major, a student may combine and expand her academic program or include a specialty representing her interests.

Taken together, Chatham programs are unique. Every student participates in:

Freshman Seminars, the study of selected special top-

ics and problems, each limited to 15 students. The course is taught by those students' faculty adviser, offering an immediate opportunity for them to get to know one another.

The Senior Tutorial is an intensive, two-semester research or creative project under the individual guidance of a faculty member, which is reviewed by a tutorial board of three or more faculty and outside experts.

The Interim, taken during the month of January, is examination of a single project in a formal course on campus, an independent study project, an internship in Pittsburgh or elsewhere, or field trips and study abroad.

Students can also take advantage of the following options:

Pre-professional programs are preparation for a career in law, medicine, education, business, the health professions, and fields related to the academic disciplines.

Independent Study in any discipline is extensive work on a subject of one's own choosing with the approval and guidance of a faculty member.

Career internships and placement services support the student's academic experience with serious full-time work experience through internships in Pittsburgh and elsewhere, and with opportunities to participate in career planning workshops, to meet with corporate recruiters on campus, and to make career plans for after graduation.

Cross-registration privileges allow Chatham students to enroll for Chatham course credit at any of the nine other colleges and universities in Pittsburgh.

The Chatham student has more than merely a wide range of choices. She also has the careful guidance of teachers, thoughtful counseling by advisers, and her own growing maturity to rely on. All combine to ensure that the program she decides to pursue is right for her.





The place and the people

The Chatham Community

Chatham College is 58 professors and 625 students living and working closely together. Chatham's classes are small; two-thirds have no more than 15 students enrolled. So the individual student counts. She has the opportunity for close contact with her classmates and teachers.

Chatham's faculty is able and accessible. It is composed of men and women who are not only distinguished in their own fields of learning, but also exceptional teachers and advisers. They are personally committed to the education of women and to their fields of study.

Chatham students come from two dozen states across the nation and several foreign countries. They represent different cultural and ethnic communities, ages, economic groups, races, and religions, but they share a common spirit of independence and enthusiasm for excellence. They are open, questioning, and involved. Above all, they appreciate each other's individuality and creativity, and they celebrate each other's achievements. Sharing the excitement of growth and accomplishment, the Chatham community learns together.

On the Chatham campus, students have the chance to discover something of importance about each other and themselves through social and academic programs in the residences, and through the informal camaraderie of everyday campus life. All students whose parents live outside Pittsburgh and its neighboring communities are expected to live on campus. A limited number of non-Pittsburgh students are permitted to live off-campus. (They must be at least second-term freshmen.) In the residences, visiting hours are determined by each residence hall section. Adult head-residents, many of them couples, live in each residence. Commuting students have their own lounge. If necessary, a commuter may stay overnight on occasion in the residence halls without charge. All students, whether resident or commuting, share in Chatham activities.

Students sit on many College planning and policy committees, and are given an important role in helping to develop their college. Students have helped to shape Chatham's curriculum, have aided in planning

the library, and are consulted regularly on matters of importance to the College.

The Chatham Student Government coordinates student involvement in College affairs. CSC gives voice to student concerns and maintains student participation on College committees. It also oversees various student boards and organizations.

Extracurricular offerings are many, varied, and important at Chatham. A number are directly related to various academic fields. Student publications include the weekly newspaper, *The Matrix*; an annual literary magazine, *The Minor Bird*; and *The Cornerstone*, the College yearbook. Every student is invited to contribute her artistic, writing, or business talents.

For students with dramatic or musical abilities, the opportunities are almost unlimited. Students may write, stage, direct, or take part in the production of many plays throughout the academic year, whether in the fully-equipped theatre or in the experimental Play-Room. Students may audition for the College choir or other campus musical groups, and often participate in various Pittsburgh ensembles and choruses.

Through membership in the Pennwood West Athletic Conference, Chatham fields intercollegiate teams in five sports: field hockey, basketball, softball, volleyball, and tennis. Students may pursue other activities such as swimming, paddle tennis, fencing, and Tai Chi on campus. They may also play golf or jog in nearby parks and canoe, camp, and ski a short distance outside the city.

The Chatham campus

The Chatham community and all of its activities are set on 55 wooded acres in the hills of a quiet residential neighborhood. The campus is a park in the middle of the city, a village of Georgian halls and homes in a major urban area.

In the center of the campus is the academic quadrangle, with the Coolidge Hall of Humanities, the Falk Hall of Social Sciences, and the Braun Hall of Administration. This trio of buildings houses many faculty and staff offices, classrooms, the language laboratory, the Media Center, and Computer Center.

Also in the quadrangle is the Buhl Hall of Science. Its large, modern science laboratories are supplemented

by individual laboratory areas. In addition to its science facilities, Buhl Hall contains the Earl K. Wallace Lecture Hall and the Rachel Carson Memorial Seminar Room, honoring one of Chatham's most distinguished alumnae.

Completing the quadrangle are James Laughlin Hall, recently renovated for use as a center for the Department of Music, and the Chapel, which seats 700.

The Jennie King Mellon Library, completed in 1973, houses more than 120,000 volumes. This ultramodern building's facilities include colorful, comfortable individual study areas and special seminar rooms. Adjoining the library is the handsome, splendidly equipped Edward Danforth Eddy Theatre, which seats 285 people.

The Andrew W. Mellon Center, onetime home of the former Secretary of the Treasury, is the College's student-faculty center. It houses student activities and staff offices, meeting and recreation rooms, swimming pool, game rooms, and bowling alleys. An addition to the Mellon house, completed in 1973, contains the Paul R. Anderson Dining Room and the campus snack bar.

Chatham's student residences provide an unusual variety of living experiences. In fact, some bear little resemblance to dormitories, since they were once the homes of some of Pittsburgh's most prominent citizens. A student may live in the Julia and James Rea House, the Marjory Rea Laughlin House, or in Benedum Hall, formerly the home of oilman Michael Benedum. Students can also live in traditional residence halls such as Woodland or Dilworth Halls.

The campus includes a three-and-one-half-acre recreation field, three tennis courts, two paddle tennis courts, and the physical education center with its large gymnasium, dance studio, classrooms, and seminar rooms.

The city

Pittsburgh is a city of rugged beauty, awesome power, and vibrant life. The city is all around Chatham, and it has become more and more one of Chatham's greatest advantages.

Pittsburgh is the third largest corporate headquarters in the nation. The city and its surrounding

areas are home to a vast number of private and government agencies. Its foundations, universities, and hospitals have international reputations for excellence, and the Chatham woman can have the rich experience of an internship in many of them. Pittsburgh offers her unparalleled opportunities for real-world experience.

Cultural life in Pittsburgh is equally rich and varied. There is music from the famed Pittsburgh Symphony Orchestra, the Opera and Ballet; art in the collections of Carnegie Institute and other museums, and in the studios of a surprisingly large community of local artists; theatre on tour or from many local production companies. And there are recitals, poetry readings, programs, rock concerts, and jazz clubs.

For spectator or participant sports, there is no better place than Pittsburgh. The city is home to some of the best professional baseball, football, and hockey teams in the country: the Pirates, the Steelers, and the Penguins.

Only a short walk from campus, you'll find the boutiques, curio shops, and meeting places of Shadyside, a fashionable and thriving neighborhood shopping area. Oakland, which adjoins Shadyside, is the home of the University of Pittsburgh and Carnegie-Mellon University. Both major universities involve Chatham students in their sports, social life, and academic resources.

Life at Chatham

There are as many different living experiences at Chatham as there are Chatham women. But some experiences are shared by all:

Everyday in the classroom, a Chatham woman takes part in a genuine exchange of ideas. Each woman is in a class because she wants to be — not because graduation requirements force her to be there. So she is ready to express her own ideas and expose them to the scrutiny of her classmates and teachers. Class discussions are lively, and they often carry over after class lets out.

The Chatham woman has the chance for close contact with her teachers. Because classes are small, faculty members have the time to devote to every individual student. They are vitally interested in her work and

progress. Informal talks outside the classroom are common at Chatham, and extracurricular faculty-student groups often develop spontaneously, meeting in the dorms or in one of the many faculty homes which border the campus.

Students are kept aware of current events and career opportunities through contact with working professionals who visit the campus for workshops and informal meetings with students. Recent visitors have included Jane Pauley of NBC, syndicated columnist Ellen Goodman, poet Maxine Kumin, anthropologist Claire Horton, sociologist Jacquelyne Jackson, and a group of distinguished Woodrow Wilson Visiting Fellows — Ruth Bacon, a veteran of the U.S. Foreign Service; Dorothy Gilliam of the *Washington Post*; Julia Walsh, chairman of a Washington investment services firm; and Mitzi Wertheim, deputy undersecretary of the Navy. An annual Focus on Careers, sponsored by the Office of Career Programs, brings local young professionals to campus to discuss the bridge between college and careers.

Through Chatham's programs in the arts, the campus has been visited by leading theatre and music groups and specialists in the arts. The Jennie King Mellon Library has exhibit space for both student and professional art shows.

Life at Chatham can be as quiet as it has to be, as challenging as a student wants it to be. It is lively and contemplative, rigorous and relaxed. No Chatham student ever forgets it.

A brief history of the College

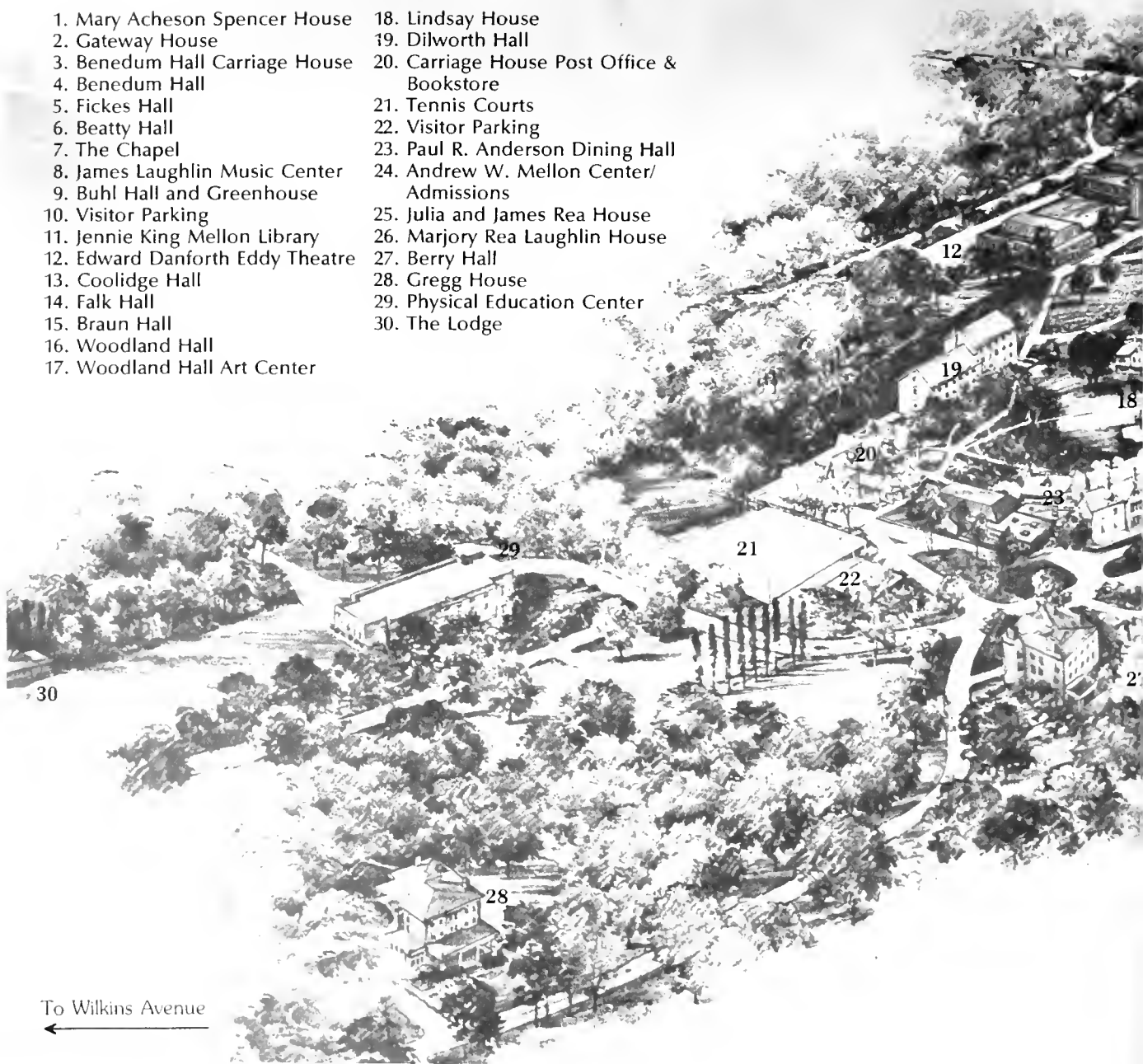
From its beginning, Chatham has been dedicated to the education and advancement of women. The College was founded in 1869 by a group of Pittsburghers who realized that women deserved the same educational opportunities and programs as men. Chatham, known then as Pennsylvania Female College, was later known as The Pennsylvania College for Women. In 1955, the College was renamed Chatham College in honor of the statesman William Pitt, first Earl of Chatham, for whom Pittsburgh is named.

At its start, Chatham was one building, 11 acres, and just over a hundred students. Today it has 30 buildings, 55 splendid acres, and educates more than 600 women. It is fully accredited, non-sectarian, and private. Chatham's endowment, over \$16.1 million, is among the largest per student of any college or university in the nation.

Throughout its history, Chatham has been a pioneer in curricular progress. Its educational growth has been impressive, and its educational programs place the College in the forefront of academic innovation.

In recognition of this tradition, Chatham has been ranked among the top ten colleges for women in the United States, and named by the Ford Foundation as one of the twelve most dynamic and innovative colleges and universities in the northeastern United States.

- | | |
|----------------------------------|--|
| 1. Mary Acheson Spencer House | 18. Lindsay House |
| 2. Gateway House | 19. Dilworth Hall |
| 3. Benedum Hall Carriage House | 20. Carriage House Post Office & Bookstore |
| 4. Benedum Hall | 21. Tennis Courts |
| 5. Fickes Hall | 22. Visitor Parking |
| 6. Beatty Hall | 23. Paul R. Anderson Dining Hall |
| 7. The Chapel | 24. Andrew W. Mellon Center/ Admissions |
| 8. James Laughlin Music Center | 25. Julia and James Rea House |
| 9. Buhl Hall and Greenhouse | 26. Marjory Rea Laughlin House |
| 10. Visitor Parking | 27. Berry Hall |
| 11. Jennie King Mellon Library | 28. Gregg House |
| 12. Edward Danforth Eddy Theatre | 29. Physical Education Center |
| 13. Coolidge Hall | 30. The Lodge |
| 14. Falk Hall | |
| 15. Braun Hall | |
| 16. Woodland Hall | |
| 17. Woodland Hall Art Center | |



To Wilkins Avenue







The academic program

Chatham believes that the primary purpose of the college experience is the pursuit of learning in all its forms. But it recognizes that individuals choose to seek knowledge in different ways, with many different goals in mind. The College offers students the freedom to decide on their own individual curricular programs.

Whatever curriculum the student chooses, it will be guided by several convictions common to every Chatham education:

- that narrow vision and intolerance can be overcome through an understanding of the realities presented by the liberal arts, and through the testing of ideas and methods;
- that one must learn *how* to learn — how to identify problems, evaluate evidence, and pursue solutions;
- that one must learn to judge ideas critically and express ideas effectively;
- that in the pursuit of learning, imagination is as important and useful as reason.

Chatham believes that the ability to write and speak the English language clearly and precisely is fundamental to the pursuit of knowledge. All Chatham students are expected to achieve high standards in written and oral communication. And to gain greater understanding of our own language and culture as well as other cultures, Chatham students are encouraged to study foreign languages. The ability to read works and journals in their original form, for example, greatly enhances one's appreciation of literature, history, philosophy, current events, and scholarly efforts in all fields. Students should therefore take every opportunity to become proficient in one or more foreign languages. They may also be advised to become familiar with current technology in their fields of interest through work with the College's computer system or audio-visual and television equipment in the Media Center.

Chatham seeks to develop in a woman an openness to ideas and issues, a sharp analytical sense in dealing with them, and a precision in thinking, speaking, and writing about her own ideas. These qualities grow under the discipline of scholarship, the give-and-take

of the classroom, and the free exchange of thoughts among thoughtful people.

Degree requirements

The Bachelor of Arts degree at Chatham may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent including two approved Interim programs;
2. the satisfactory completion of the tutorial;
3. the completion of a minimum of 22 units at Chatham College. * All Chatham-directed Interim courses and courses taken in cross-registration are credited toward fulfilling the residence requirement. Transfer students entering Chatham with advanced standing beyond the freshman year are required to complete a minimum of 17 units at Chatham College. * Transfer students entering Chatham with second term junior or senior standing are required to be in residence for three long terms and successfully complete a minimum of 13 units.*
4. the passing of a writing examination taken in the first long term of enrollment or the satisfactory completion of Expository Writing I by the end of the sophomore year. For junior and senior transfer students the requirement must be satisfied during the first long term of enrollment.

The Bachelor of Science degree at Chatham may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent including two approved Interim programs;
2. the satisfactory completion of the major in chemistry or in biology; a chemistry or biology major is also possible for the Bachelor of Arts degree.
3. the satisfactory completion of the tutorial;
4. the completion of the residence requirements outlined in Item 3 above.
5. the completion of the writing requirements outlined in Item 4 above.

**The last six units of the degree must be completed in residence.*

Major options

A student who wishes to concentrate her efforts may do so in any of these ways:

Departmental Major: Major programs are offered in the following areas and programs: Administration and Management, Art, Biology, Chemistry, Communication, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology-Anthropology, and Spanish. Each department determines the requirements for its majors.

Interdepartmental Major: A major may be pursued through concentrated study in two related departments or programs. Such a major consists of a minimum of eight (8) course units in each of the two departments or programs, exclusive of the tutorial. Four course units in each department must be at the 200 level or above. Individual departments or programs may require specific courses in fulfillment of the above requirements. The tutorial must integrate the subject matter of the two departments or programs. Such a major must be approved by both departments and supported by a letter from a full-time faculty member who has agreed to advise the student and to direct her program, particularly in the interrelations of subjects to be studied.

Multidisciplinary Major: A major program may also be pursued through concentrated study of several disciplines bearing on a single concern, possibly disciplines not usually considered related. The major may be built around a single topic. Each of these majors must be approved by a committee of three full-time faculty members, which is composed of the student's academic adviser and two other faculty members from disciplines most closely related to the proposed major. The responsibility for the approval and the monitoring of the major rests with this committee.

Each student who considers undertaking a multidisciplinary major must consult with her faculty adviser concerning the selection of her major committee. The student prepares a proposal for her major which must include, but not be limited to, a statement of educational goals, the purpose of the proposed

major, a detailed plan of study which includes all courses which would be applied to the major, and a bibliography which reflects the body of knowledge upon which the major is built. The plan of study must adhere to the following guidelines: 1) the major consists of no fewer than 12 course units, including the two units of the tutorial; 2) no more than one independent study and one internship can be applied toward the major; and 3) seven of the 12 course units must be at the 200 level or above.

Minor options

A student, at her option, may pursue a minor if she is majoring in one of the traditional departments or programs.

Departmental Minor: Such a minor consists of a minimum of six and a maximum of eight course units and includes a sufficient number of introductory and upper level courses. Internships and independent studies may be part of the requirements. There are no tutorial requirements as part of the minor.

College Minor: Such a minor is designed by faculty members, departments, or programs and focuses on a specialized field or area. A college minor is interdisciplinary in nature. This is a new program at Chatham and the announcement of several college minors will be made during the 1980-81 academic year.

The tutorial

An extended independent project, the tutorial, gains its focus from a continuing dialogue between the student and her tutor. The study, undertaken during the senior year, normally centers in the student's major. It may be conducted, at least in part, in the context of a group experience such as a seminar. The tutorial may include such programs as field work, creative work in any of the arts, scientific research, independent scholarly research, or independent reading.

The tutorial consists of two course units of internally related study, selected by the student and her faculty tutor. In an interdepartmental major, the tutorial must have the approval of the two departments. Normally,

the two course units are consecutive, in two long terms.

During the first term of the tutorial, each student chooses at least two other faculty members as reader/examiners, normally one from within the department, and one from outside the department but in the discipline or area of competence most closely related to the subject matter of the tutorial. The tutor and reader/examiners give the student a critical evaluation of her work during a sequence of meetings held during the course of study. At the end of the first term, the tutor grades the student's work. The grade, to be used by the Committee on Academic Standing, does not become part of the student's permanent record.

At the end of the second term, the student gives her tutor and reader/examiners a written articulation of her tutorial experience. Together, the student and tutor decide on the scope of the writing, which may range from a brief report or synopsis to a substantial paper. The student must also have an oral defense of her tutorial with her tutor and reader/examiners, and other faculty members and students if desired.

General education

The College offers a wide selection of courses of general interest, designed to acquaint students with the problems, topics, methods, and resources of diverse areas of knowledge. Some courses are interdisciplinary or multidisciplinary; others center in a single discipline. While none are closed to majors, certain courses are recommended for the student not concentrating in the area. General education courses are drawn from the following areas:

1. problems and techniques of abstract or formal reasoning;
2. scientific inquiry characterized primarily by success in explaining physical events by laws;
3. scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses;
4. non-verbal aesthetic experience;
5. the literary arts;
6. the history of some aspect of man's cultural development;

7. critical attempts to deal with the problems raised by man's intellectual, aesthetic, and moral experience.

Pre-professional programs

A student planning a career in the professions follows a special sequence of courses, and her progress is followed closely. To prepare for the health professions — medicine, dentistry, veterinary medicine, public health — a student takes a series of chemistry and biology courses, along with basic courses in mathematics and physics. She may decide to major in chemistry or biology, or in some cases pursue other majors, as long as she has completed the courses required for admission to a professional school.

In a pre-law program, a student may major in any one of several fields, including English, history, political science, economics, philosophy. Above all else, she must concentrate on developing her ability to think, write, and speak precisely and effectively.

For a career in elementary or secondary school teaching, a student majors in her chosen field of interest rather than in education itself. In order to receive state certification as a teacher, she must complete a sequence of courses in the principles and practice of education (see p. 54). She will also be expected to participate in field experience, including student teaching, during her course of study. Practice teaching can begin as early as her freshman year, giving her an early idea of what teaching is like, and a major head start in practical experience.

All pre-professional students receive guidance and assistance throughout their academic careers. The College advises students on courses of study, provides information on professional school admissions tests and requirements, and helps with the whole process of applying to professional schools.

The Communication Program provides students with a theoretical approach to the analysis of messages in all the media of human expression. Students will develop their abilities to write, speak and look effectively. It also provides students with the opportunity to apply their critical abilities in the creation of media productions. Finally, the program offers the student the opportunity to experience the reality of on-the-job

media work through the College Internship Program.

The program in Administration and Management is designed to prepare Chatham women to begin a career leading to administering or managing at various levels and in a wide variety of institutions and agencies. The program offers the student thorough training in leadership. It considers the functions and values of management in business, government, and the non-profit sector. Even more importantly, the program gives the student the background she needs to understand many facets of administration and management, whether financial, political, or technological.

Special programs

Women in Science Program

Industrial Chemistry with a Management Option

The program is designed for women with degrees in science and substantial backgrounds in chemistry. Its purpose is to enable women to enter or re-enter careers in science. Industrial Chemistry with a Management Option is a flexible 12-month certificate program designed to update the participants' knowledge and skills in chemistry. Modern instrumental techniques and the use of the computer are featured. After completion of the core courses, a variety of course options, including management and economics courses, are available. Included in this portion of the program is an internship in industry, a full-time one- or two-month work experience; a mini-course in employment seeking skills; and recruitment activities. As an adjunct to the program, a career workshop is held in October. Some women whose degrees are in fields other than chemistry may wish to combine this program with a second bachelor's degree in chemistry. Further information may be obtained from the Women in Science Office.

Essentials of Business Administration Program for Liberal Arts Graduates

With the support of the IBM Corporation, Chatham offers a six-week summer certificate program for women liberal arts graduates who are interested in entering the business world. Students in the program develop an appreciation and understanding of the

business world in areas such as management, organizational structure, business values, basic economics, planning, finance, and accounting. They also receive extensive job counseling in preparation for entry-level positions in business.

Career Development Programs

The Office of Career Programs has a unique career development program in cooperation with the Gulf Oil Corporation. The program is designed to assist women employees of Gulf identify their career goals through career advising and planning, and self-assessment sessions, as well as individual counseling sessions with special faculty advisers. The program is in its second year at Gulf and is attracting the attention of other corporations.

Community Services Programs

The Office of Community Services at Chatham offers several programs each year which are geared to promoting the education and advancement of women in the community.

The Woman Entrepreneur . . . Starting and Managing Your Own Business is co-sponsored by the Pittsburgh chapter of the National Association of Women Business Owners and Chatham. It is designed for new small-business owners and women who are seriously considering establishing their own businesses. Course discussions include organizing, financing, marketing, and managing a small business.

Money Management . . . Invest in Yourself is a six-week course which helps women become more knowledgeable in personal finance planning, basic economics, real estate, retirement and pension planning, trusts and estate planning, investment options, and the legal rights of women.

New Directions for Women Workshop is presented by Community Services and Chatham's Office of Career Programs. It is designed to help women assess their prior experiences, explore opportunities, make decisions, and determine how to achieve their goals. Workshop topics include self-evaluation, interest assessment, and use of resources.

The Interim

The Interim, the one month separating the fall and spring terms, is a special time for the student to approach her education independently and creatively. During the Interim, she can concentrate on one project of her own choosing. Learning is not limited to regular curriculum offerings, nor tied to the geographical boundaries of the campus or the fixed time of the lecture hour.

The Interim offers students a variety of options from which to choose, including Chatham sponsored on-campus courses, Chatham sponsored off-campus courses, traditional independent studies, internships, and courses at other 4-1-4 colleges. The student can even use the month to study abroad.

A student must complete two approved Interim programs. If she chooses, though, she may enroll in every interim throughout her four years, and receive credit for each satisfactory project.

During recent Interims, Chatham offered the following formal courses and projects:

Art:	Narrative Art Art History Field Trip: Greece
Communication:	The Language of Cinema
Drama:	Theatre in England
English:	English Poetic Tradition
History:	Vienna: Finale and Prelude
Modern Languages:	Comparative Languages Spanish in Mexico
Political Science:	The Sixties: Camelot to Kent State
Sociology/ Anthropology:	The Culture of Schooling

Internships

An internship gives a student real-world work experience that lets her test possible career choices and later lets her acquire in-depth experience. Chatham students are welcome as interns all over the city. They are given responsible, important work to do and the opportunity to learn the inner workings of businesses, government agencies, and social institutions. A student finishes an internship with a much better idea of what she wants to do in life. She also has gained invaluable experience to note on her record

when she seeks employment after graduation.

Internships are normally arranged by the Office of Career Programs and can take place during any term. Recently, Chatham students have served as interns in the following areas:

Curriculum development:	Carnegie-Mellon University
Advertising sales:	KQV/WDVE Radios
Computer programming:	Health & Welfare Planning Association
Pathology:	West Penn Hospital
Far East sales:	Dravo Corporation
Community services:	Bell of Pennsylvania
Retailing:	Gimbels
Employee communication:	Gulf Oil Corporation
International banking:	Pittsburgh National Bank
Minority justice:	NAACP (Washington, D.C.)
Restaurant management:	Pittsburgh Hilton
Research & museum display:	Colonial Williamsburg Foundation
Stage management:	Pittsburgh Opera
TV production:	KDKA-TV's "Pittsburgh 2day"
Political polling:	Creamer, Inc.
Crisis intervention:	Shuman Center
Corporate accounting:	Sharon Steel Corporation
Administrative planning:	Parks & Recreation Department, City of Pittsburgh
Architectural design:	Damianos & Associates

Freshman seminars

The College offers a special group of topic-oriented and problem-oriented seminars which are especially designed for full-time entering freshmen. All entering freshmen must enroll in one of these seminars, the purpose of which is to articulate, consider, and research a common problem. In the seminars, a freshman begins to learn about the whole process of academic inquiry and discussion and about the

importance of her writing and speaking skills. She can identify her weaknesses in communication and take steps to correct them. Freshman seminars usually meet on a three-hours-per-week schedule; however, each seminar is designed differently, and the normal class schedule may not always apply.

This year, with support from the National Endowment for the Humanities, each of the freshman seminars shares certain interests with two or three other seminars; these natural groupings are known as "clusters." The seminars of a cluster have a certain number of assignments and projects in common and meet together at intervals throughout the term for discussion, field trips, films, special speakers, and other occasions to explore their common interests. The clusters scheduled for Fall 1980 are:

Cluster I	
French:	Feminism and Existentialism
Psychology:	Sexes: Stress and Madness
Sociology/ Anthropology:	Knowledge for What?
Cluster II	
Art:	The East Wing and the Parthenon: Values and the Visual Arts
Drama:	Outrage and Reconciliation: The Theatrical Response to Large Events in This Century
Philosophy:	Sense, Reason, and Imagination: Reflections on Poetry, Science, and Religion
Russian:	Russian Literature: The Literature of Involvement
Cluster III	
Biology:	Current Topics in Health and Nutrition
History:	Historical Background of Contemporary Problems
Political Science:	The Politics of the Energy Crisis
Cluster IV	
Education:	The Other Side of the Past
English:	The Other Side of Literature
Music:	Popular and Art Music

Seminar offerings are listed under the various academic departments in this Bulletin.

Faculty symposium

The Faculty Symposium serves as another kind of innovative course. Two or more faculty members may schedule a symposium on a subject relevant to their disciplines, or to discuss and probe scholarship in which they are engaged. Appropriately qualified students may enroll for credit in the symposium and take an active part in the process of scholarly investigation, discourse, and argumentation.

Independent study

Independent study gives the student the chance to do important work and to design a project of her choice with her faculty adviser. Her work often takes her far beyond the formal curriculum and deep into the subject. Independent study imparts a sense of academic discipline and great intellectual self-reliance.

A student doing independent study works closely with an instructor of her choice. Before registration, the student should make arrangements with the instructor and determine the nature and scope of the work, as well as the amount of credit she is to receive.

All departments offer independent study. Recent projects have included the following:

- Russian literature of the 19th century
- Mathematical economics
- Sociological aspects of psychiatric institutions
- Mathematics/Physics for the theatre
- Development of speech in exceptional children
- Study of clinical nutrition and diabetes
- Pictorial analysis of Black women in America
- Teaching English as a second language
- Study of anatomy through the use of clay sculpture
- Children's programming (with WQED)
- Study of function and structure of the ear (with Eye and Ear Hospital)
- Study of the influence of Schopenhauer and Nietzsche on Herman Hesse
- Cultural study of Dahomey

Hormonal aspects of cardiovascular disease (with May Institute for Medical Research)
The Baroque era in Germany
Law, ethics, and individual responsibility
Study of six French suites of the keyboard by Bach
Corporations and Congress

Cooperative arrangements with other Pittsburgh colleges and universities

Students at Chatham College can take advantage of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, Point Park College, Robert Morris College, LaRoche College, the Community College of Allegheny County, and the Pittsburgh Theological Seminary are members of the Pittsburgh Council on Higher Education (PCHE).

The Council sponsors interinstitutional programs, so students from each college and university may study with students from other colleges and become members of a greater university community.

Cross-college and university registration

Any full-time undergraduate student attending a PCHE member institution may enroll in courses during the academic year at any other member institution (see list). Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally, a student may enroll in any course accredited towards a baccalaureate program in arts and sciences. She will receive full credit for the course, and her grade will be transferred to her Chatham record. The academic regulations of the host institution, including the grading and honor systems, will apply in all cases. There is no additional tuition charged.

A student may obtain further information on cross-registration from the Chatham Registrar.

Study abroad

Any student may study abroad for credit in programs approved by the Committee on Academic Standing.

Study abroad may take place during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs are for all classes. The Committee sets no academic performance level as a criterion for its approval, but a student should have academic competence or a specific language skill, or both, to profit fully from the program.

Chatham students may select from numerous approved programs offered either by other colleges and universities or Chatham itself. They are thus more likely to find educational experiences suited to their special academic needs. About 20 students undertake such study annually in one of the five different session units.

Some recent study abroad programs have been:

Drama and English in London

French Language and Culture at the Sorbonne, Paris

Spanish Language and Culture at the University of Valladolid, Spain

History and Economics at the University of Northern Wales, Bangor

Russian Language and Culture at the Pushkin Russian Language Institute, Moscow

Art History in Rome and Florence

Spanish in Colima, Mexico

Middle East Culture at Hebrew University, Albright Institute, and Birzeit College, Jerusalem

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs, but not later than April 1 for programs that begin in the fall. Further information and the Chatham application form may be obtained from Professor Goldby, Coordinator of the Study Abroad Program.

Summer study

A student wishing to receive credit for summer study at the College or elsewhere must obtain, in advance of study, an approval of both the course work to be taken and the institution where it will be taken. Application for approval should be filed with the Registrar before May 1.

Semester in Washington

Juniors with good academic records and a desire to do independent field work and research are eligible for a semester in residence at The American University in Washington, D. C. Students may choose:

- the Washington Semester, with a focus on American national government;
- the Urban Semester, with a focus on urban and metropolitan problems;
- the Foreign Policy Semester, with an emphasis on the formation of U.S. foreign policy;

- the International Development Semester, with an emphasis on developing nations;
- the Economic Semester, with a focus on the formation of economic policy;
- the Science and Technology Semester, with a focus on environmental and technological concerns of modern society.

Students normally receive four Chatham course units for the programs. Students from all disciplinary backgrounds are eligible to apply.





The advisory program

Academic advising

The Chatham student is responsible for designing her own program of studies, but it is not a responsibility she has to bear alone. She can depend on the guidance and cooperation of her faculty adviser throughout her entire academic career.

Her faculty adviser helps the student gain the perspective she needs to make her decisions and plan her life. The adviser supplies information on the College's resources and how the student can take advantage of them. She is encouraged to discuss, analyze, and evaluate her hopes and plans for the future.

The advisory relationship will undoubtedly vary widely. But the student can fully expect that her adviser will be accessible whenever she needs to solve problems, make choices, or just talk things over. The adviser offers concerned and attentive consultation to help the student evaluate her efforts in light of her educational goals.

Each entering freshman will be assigned a faculty adviser who will meet with her before the beginning of classes. The adviser will be familiar with the student's record, and the two can discuss in depth a program for the first term.

Freshman course registration is not held until after the first full week of classes. During this period, freshmen may attend all courses, except Freshman Seminars, in which they might enroll. They will then be able to make informed decisions about the program they will actually pursue.

A student ordinarily remains with her freshman adviser until she has chosen a tentative major or focal interest. This choice could come as early as the end of the first term, or as late as the end of the sophomore year. At that time, the student applies to the department or professor of her choice for a major adviser. Students are free to select and change their advisers. Entering transfer students select their advisers after consultation with the Assistant Dean of Faculty.

In the second half of each long term, an advising week is designated. Each adviser then provides an hour's scheduled appointment with each of his or her advisees. (As much additional time as necessary is available throughout the year to advisees who desire

it.) The advising week is also the scheduled period for changing advisers.

Career Planning and Placement

Planning a career is an ongoing experience at Chatham College. A student is continually gathering information and making decisions about her future — in her classes, in talks with her adviser, in any of the special career programs. A large part of college life is devoted to deciding on and preparing for life's work.

The Office of Career Programs is the focal point for a student's career ambitions. It informs students of the many opportunities for putting their skills, interests, and experience to work.

The Office sponsors workshops and offers individual counseling to help students discover their career aims. It maintains and continually adds to its collection of information on work opportunities and requirements. By scheduling various programs throughout the year, including informal discussions with professionals in many new and challenging occupations, the Office makes students and faculty aware of the expanding job options for women.

The Office of Career Programs arranges internships and other field placements while the student is attending Chatham. As she begins to enter the job market, the Office will help her write a resumé and prepare for interviews. It arranges on-campus recruitment by employers and graduate schools. The Office also provides a credentials service which Chatham women can continue to use throughout their professional lives.



Admission

Chatham College seeks capable and highly motivated women. Applicants must be able to meet all the challenges of life and study at Chatham and be enthusiastic about learning. They must be ready to take on increasing responsibility for their own education and lives.

Chatham admits candidates who show the strongest evidence of these qualities. Selection is determined by the candidate's academic record, recommendations, an interview, and any other pertinent information furnished by the student and/or her high school. Diversity, too, is an important consideration. The College tries to enroll students from a variety of backgrounds — cultural, geographical, racial, religious, socio-economic — with a wide range of interests and talents.

The student's high school program should emphasize English, foreign languages, history and social studies, mathematics, and the sciences. But there are no fixed requirements concerning subjects taken or the number of units in any subject. Chatham believes that the high school student should both prepare herself to do successful work in college and also follow her own interests. If a high school student has special interests and abilities in art, music, dance or drama, to name just a few, she should pursue these as much as possible.

Submission of entrance examination scores (College Board SAT, ACT) is optional.* Chatham evaluates applicants as individuals, not as test scores. The College bases its admission decisions on *all* the records submitted by the student, including her written statement on the application form.

Admission procedure for freshmen

The student and the College cooperate throughout the whole procedure of admission. Each party gains enough knowledge to make a reasonable and informed judgment about the other. The College shares

with the applicant as much information as possible on academic programs, campus activities, and student life. The applicant supplies the required supporting credentials for her application and keeps the College advised of information helpful in evaluating those credentials. New students are admitted to both fall and spring terms.

To apply for admission:

1. File an application for admission with the Admissions Office, together with a nonrefundable \$15 processing fee. The application form may be obtained by writing to the Admissions Office. In cases of extreme financial hardship, the fee may be waived. Fee waiver requests, supported by a recommending agency or counselor, should be made to the Admissions Office.

Apply early to ensure prompt completion of all preliminary arrangements and credentials, preferably before March 1 for September entrance and before January 2 for February entrance. Beginning in mid-January applications are acted upon as soon as all materials have been submitted on a rolling admissions basis. Later in the spring Freshman Seminar and dormitory assignments are made according to the order in which deposits are received.

2. *Optional, but strongly recommended.* Arrange to visit the campus and have a personal interview. Chatham urges each prospective student to come to the campus either before or after filing her application. The College welcomes both prospective students and their families. The best way for a student to learn about Chatham is by touring the campus with a student guide; talking with students, faculty, and staff; and sitting in on classes. Every effort will be made to arrange at least one class visit for student visitors. During the academic year, September to June, candidates may make arrangements in advance with the Admissions Office to stay overnight — as guests of the College — in one of the residence halls.

The Live-In program offers high school seniors the opportunity to join other prospective students for an in-depth visit to the campus. Live-Ins begin on

**In rare instances, where a student's records are not complete enough for a full evaluation, the Committee on Admission may require test data. After admission decisions are made, all freshmen will be requested to submit results of the College Board SAT or the ACT. The College will use these scores for general research and counselling purposes.*

Sunday afternoon with an orientation program and close after lunch on Monday. They are held at intervals during the fall and spring terms and provide a chance to sample student life at Chatham, to attend classes, and to meet faculty members and students.

The Admissions Office, located in the Andrew W. Mellon Center, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, and on the second Saturday of each month from 9:00 a.m. to 12:00 noon, September to June. During the summer months, the office is closed on Saturdays and the office closes at 4:30 during the week. While visitors should make an appointment with the Admissions Office, the College tries to accommodate interested students who happen to drop in.

3. The applicant will also receive transcript and evaluation forms. These forms should be completed and returned to the College by her principal/counselor and two teachers best qualified to describe her academic ability and motivation. One of the evaluations should be from an English or foreign language teacher. Chatham has a special interest in a candidate's ability to use languages precisely and logically. If a candidate wishes, she may also request an individual with whom she has worked closely in or out of school to submit a fourth recommendation.

4. Beginning in mid-January, the applicant's credentials are presented to the Admissions Committee as they are completed, and candidates are informed of the decision as soon as possible. Accepted applicants are asked to reply and pay a deposit by May 1. Applicants for February admission will be considered early in January; accepted applicants must reply by February 1 at the very latest.

Early Decision Plan

A student may apply as an Early Decision candidate if she has a strong high school record and if Chatham is her first choice. While the candidate may apply elsewhere, she agrees to withdraw other applications upon acceptance at Chatham.

An applicant who applies in the fall of her senior year and whose credentials include her records through junior year, along with her counselor's and teacher's

evaluations, may be granted admission and notified within one month after receipt of her application.

For detailed information on the Early Decision Plan, write to the Admissions Office.

Early entrance

Chatham believes that most students profit from four years in secondary school. However, mature and able students who will have finished three years of high school, and who have valid reasons for wanting to move forward, may apply for early admission to Chatham. These candidates should have the support of their parents, teachers, and counselors. The procedure for applying for early admission is the same as for regular admission to the freshman class. The interview is especially important for early admission candidates. These students are required to come to the campus for informal conversations with a faculty and a student member of the Committee on Admission, and an admissions officer. Under ordinary circumstances, early entrance applicants are not considered under the Early Decision Admission Plan.

Deferred entrance

Accepted students may postpone or defer entrance until the following term or year. The intent is to give the student more time to clarify her interests and goals, and to pursue volunteer service, independent study, travel, or work.

A deposit of \$150, applicable toward fees at the time of entrance, may be made in advance to reserve space in the following term or year.

Financial aid awards will be made the term just preceding entrance. Students needing financial assistance are requested to file the Financial Aid Form (formerly the Parents' Confidential Statement) by March 1, if planning to enroll in the fall term; or by December 15, if planning to enroll in the spring term.

Credits for Advanced Placement Program

Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are urged to take the Advanced

Placement examinations. Chatham grants the equivalent of a year's course credit for grades of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, whenever appropriate, for grades 3, 4, or 5. Students who earn grades of 4 or 5 on four Advanced Placement examinations will be admitted to Chatham at the sophomore level.

Candidates for freshman admission who have satisfactorily completed college liberal arts courses before entering Chatham will receive advanced placement and credit upon submitting an official transcript.

Admission procedure for transfer students

Chatham welcomes the opportunity to discuss the continuing educational plans of transfer candidates, including junior college and community college graduates. Students from accredited colleges may be given advanced standing at Chatham College without examination for the fall or spring terms. Their college records should show above average achievement. The high school record is considered, but greater emphasis is placed on performance at the college level.

Credits for transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours, they should first be converted to semester hours by multiplying them by 2/3.

Applicants from non-accredited or newly founded institutions not yet fully accredited should submit results from the College Entrance Examination Board College-Level Examination Program (CLEP). Information about the CLEP program, test center addresses, and costs can be obtained by writing the College-Level Examination Program, Box 1821, Princeton, New Jersey 08540. A student should take both the General Examination and one or more of the Subject Examinations, as determined in advance with Chatham. The examination results, along with the applicant's previous school and college records, will be used in making a final decision.

Students considering transfer to Chatham College for September or February entrance should become familiar with the academic program and graduation

requirements. Transfer students entering as second term juniors or seniors are expected to be in residence for three long terms and successfully complete a minimum of thirteen course units for graduation. They should also consult with a member of the admissions staff. Transfer students who apply before March 1 will be notified of the decision of the Committee on Admission no later than April 10. Those who apply after March 1 will be notified as soon as possible after all credentials are on file.

An applicant for advanced standing should:

1. File an application on a form obtained from the Admissions Office. Enclose a nonrefundable processing fee of \$15.
2. The applicant will also receive evaluation forms. These forms should be completed and returned to the College by the dean of students and two professors best qualified to describe her academic ability and motivation.
3. Request the college or colleges previously attended to send directly to the Chatham Admissions Office an official transcript of the work taken up to the time of making application to Chatham. Candidates should also request that their high school records be sent to the Admissions Office.
4. Send a marked copy of the catalogue of the college or colleges previously attended, indicating the courses for which Chatham credit is desired.
5. Request the College Entrance Examination Board to forward the results of all Advanced Placement Examination Reports or College-Level Examination Program test results. No new entrance examinations are required, unless specifically requested by Chatham.
6. If at all possible, arrange to visit the campus and meet with a member of the admissions staff and/or faculty.
7. At the close of the semester prior to entrance, request that a final transcript be sent to Chatham by the present college.

See page 37 for information concerning financial aid for transfer students.

Evaluation of Transfer Credit

About 20 percent of the 625 Chatham women are transfers from community colleges, junior colleges, and four-year institutions throughout the United States. As a rule, a transfer student admitted from an accredited institution may expect to receive credit for courses within the liberal arts tradition in which a passing grade has been earned. A tentative evaluation of transfer credits is made at the time of admission in order to provide the applicant with some indication of her class standing. A final evaluation is made by the Registrar prior to registration.

Admission procedure for guest students from other colleges

Chatham College welcomes the visiting student from other colleges and universities for either a term, an Interim, or a full year. The student should be in good standing at her own institution and have the written approval of the major academic officer of her college. She should apply at least four weeks prior to the beginning of the term. Tuition, fees, and resident charges, when appropriate, are assessed as for Chatham students. Inquiries should be addressed to the Office of Admissions.

Admission procedure for special students

Special students are defined as full- or part-time non-degree candidates. All special students are required to follow complete application procedures as outlined on page 23. Those students with advanced standing at another accredited institution of higher education should request the college or colleges previously attended to send an official transcript directly to the Chatham Admissions Office.

High School Guest Program

Chatham welcomes serious high school students who seek the additional challenge of college-level work while still in high school. The High School Guest Program admits and enrolls these young women as part-time guest students. For detailed information on this program, write to the Admissions Office.

The Gateway Program

Chatham College welcomes adult women students. The Gateway Program opens opportunities to women who have bypassed or interrupted their college experiences in order to raise families or begin careers; to women who already have a college degree but wish to enrich themselves further; and to women seeking the knowledge needed to enter a new field or develop themselves more fully in their present field.

Such mature students have made profitable use of Chatham's flexible curriculum and small classes, its relations with the city, and its personal attention to students. In recent years, increasing numbers of women have entered Chatham as full-time or part-time students, degree or non-degree students. Their success in and out of the classroom has been notable. They have contributed unique insight and maturity to the College and derived enrichment and confidence from their continuing education experiences.

The program is open to women who have not attended a college or university on a full-time basis for at least four years. Each applicant is considered on an individual basis, so that her goals, qualifications, and problems can be given special attention.

Applicants are required to:

1. Complete an application and brief biographical essay.
2. Pay an application fee (\$5 for non-degree candidates; \$15 for degree candidates).
3. Arrange a personal interview with the Director of the Gateway Program. A degree candidate must also arrange an interview with a faculty member in her field of interest.
4. Submit any appropriate transcripts, letters of recommendation, or other relevant material.

Non-degree students must achieve a minimum C average in order to continue for a second term. Upon successful completion of two courses at Chatham, a non-degree student may petition the Committee on Academic Standing to become a degree candidate. If a student is accepted as a degree candidate, all the credits she has earned at Chatham apply toward her degree, and regulations governing degree students become effective.

Tuition for Gateway students who are not receiving tuition assistance from corporations or other institutional sources is one-half the normal tuition for the first nine courses. Additional courses and the final nine courses in fulfillment of degree requirements will be charged at full tuition. Degree candidates may apply for financial aid.

Chatham currently awards up to ten course units for satisfactory performance in the CLEP (College-Level Examination Program) tests. The five general academic areas are English Composition, Mathematics, Social Sciences and History, Natural Sciences, and Humanities. For additional information on CLEP, students should consult the Chatham College Registrar, the Gateway Program Director, or write College-Level Examination Program, Box 1821, Princeton, N.J., 08540.

Readmission

Students who formally withdraw from Chatham, other than those who are on formal leaves of absence, are readmitted under the same procedure described for transfers (see page 25). Students are required to reapply for admission if during the previous twelve months they have **not**

- formally registered at Chatham
- been on formal leaves of absence
- officially withdrawn from Chatham

They should also arrange for an interview with the Dean of Faculty or Assistant Dean of Faculty. Completed applications and a \$15 fee should be sent to the Admissions Office no later than January 2 for the spring term or June 1 for the fall term.

Foreign students

Chatham welcomes students from other countries. In recent years, students have come from England, France, Hong Kong, Israel, Kenya, Czechoslovakia, Denmark, Sweden, and Uganda. Some enrolled independently; others have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Foreign students should have their credentials on file with the College no later than January 15 preceding the fall in which they wish to enroll.

Competence in use of the English language is a condition for admission. To evaluate this competence, Chatham requests that foreign applicants from non-English speaking countries take and submit results of the Test of English as a Foreign Language (TOEFL). Information concerning this examination is available from Educational Testing Service, Princeton, New Jersey 08540.

Financial aid available for foreign students is quite limited and rarely includes the full cost of tuition, room, and board.



Academic procedures

Academic credit

The course unit is the unit of academic credit for all courses offered either in the term or the Interim. One course unit, for purposes of evaluation outside the College, is equivalent to 3.5 semester hours. Courses are valued at ½, 1, 1½, or 2 course units according to their listings in this Bulletin. Thirty-four course units are required for graduation.

Academic load

The normal academic load is 9 units per year. The minimum normal load is 7 units per year. Students with programs below this limit will be considered part-time, and will also be charged on a per-unit basis.

A program of 5 or more course units in any one term is considered an academic overload. To qualify to take such an overload, a student must be academically well above average. Her academic standing may qualify her automatically, or she may petition the Committee on Academic Standing for permission.

Term of study

The required 34 course units will usually be distributed as 4 units in each of 8 terms, plus at least 2 and at most 4 Interim courses. All full-time students must carry at least 3 course units per term, and they must meet the Chatham residence requirement (p. 11).

Work done *in absentia* will be credited if it has the prior approval of the responsible department or faculty committee and the Assistant Dean of Faculty. In the case of Interim courses, work must be approved by the Assistant Dean of Faculty.

Grades

- The grades in use are:
- A = Excellent
 - B = Good
 - C = Satisfactory
 - D = Minimal performance. No more than 4 course units of D can be credited toward the degree. The LP (Low Pass) is equivalent to a D for this purpose.
 - F = Unsatisfactory performance; no credit.
 - NC = No credit

I = Incomplete work in a course. This is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. Approval of the Assistant Dean of Faculty is required. Incomplete grades will not be granted for Interim courses.

In order to remove an I grade, a student must complete all required work in the course by the end of the first four weeks of the following term. Failure to do so automatically results in failure in the course.

- W = Withdrawal from course with no penalty.
- WF = Withdrawal from course while doing unsatisfactory work.

The Registrar reports all grades and credits earned to all students and their advisers at the close of each term. Grades are not assigned quality points. There are no grade averages, and students are not ranked.

The Pass-Fail System

The student, with the guidance of her adviser, may decide to take a course on a Pass-Fail basis rather than under the traditional grading system. Pass-Fail can relieve some of the academic pressure a student may encounter. It permits her to explore new fields or new levels of knowledge without apprehension about grades. The option remains open to every student in virtually every course.

Students choosing to take courses on a P/F basis will be graded as follows:

- P = Pass; minimal value is C
- LP = Low Pass; equivalent to D
- F = Unsatisfactory; no credit

At registration, the student declares her option to take a course on the P/F basis. She may change this option during the first two-week period of the term.

For a few courses, especially some offered during the Interim, instructors give only P/F grades. For a few other courses required for certification by outside agencies, the P/F option is not available. For a cross-registered course, the student must declare her option to the Chatham Registrar within two weeks of the beginning of the course. Otherwise, P/F enrollment in a cross-registered course is subject to the rules of the host school.

Academic standing

Each student's progress is reviewed at the close of each term. Her academic standing — the level of advancement she has reached, the quality of the work she has completed — should be satisfactory. A student whose work does not meet expectations is not in good academic standing; she may be warned, placed on probation, or dismissed. The Committee on Academic Standing conducts such reviews, and the Assistant Dean of Faculty notifies the student and her adviser of any action taken.

Honors and awards

Departmental Honors or Program Honors are awarded at graduation to those students who have distinguished themselves in their major field or in special programs. These honors are awarded at the discretion of the student's department or adviser; they are approved by the faculty.

Students may be nominated for the Chatham College chapters of Phi Beta Kappa and Mortar Board.

Special awards are also presented each spring to students who have excelled academically and have made outstanding contributions to college life and to community affairs.

Exemption and credit by examination

A student may be exempted from a course if she shows that she has satisfactorily fulfilled the main objectives of the course. She may also earn credit for a course by demonstrating superior achievement in a special written or oral examination.

To take these examinations, qualified students should apply to the department or faculty member involved. Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board (see p. 24).

Auditing courses

Full-time students may audit a course with the permission of the instructor. The student decides whether or not the audit will be recorded on her transcript.

If the student wants to have the audit entered on her transcript, she must meet the same course require-

ments as students who take the course for degree credit. She must also have the qualifications needed to take an academic overload, if applicable. The option is restricted to Chatham courses; it does not include independent study. A non-refundable fee of \$25 will be charged for each recorded audit.

Registration

Students must register for classes on the date indicated in the College calendar. There is a \$15 processing fee for registrations after this date.

With the approval of the course instructor and the faculty adviser, courses may be added throughout the first two weeks of the long terms and dropped throughout the first four weeks of the long terms. During the Interim, with the approval of the course instructor and the faculty adviser, courses may be added throughout the first three days or dropped throughout the first week. There are no academic penalties for adds and drops occurring within the prescribed deadlines.

After the prescribed deadlines, all requested course changes must be approved by the Committee on Academic Standing, the course instructor, the faculty adviser, and the Assistant Dean of Faculty. Procedures for adding and dropping courses past the deadlines can be obtained from the Assistant Dean of Faculty and the Registrar. In all cases, a fee of \$10 will be charged for any authorized course change occurring after the prescribed deadlines.

The use of the W or WF grade is limited to unusual circumstances which can be documented in writing and which prevent the student from completing the work of a course. If a W or WF grade is indicated, the student should seek the approval of the Assistant Dean of Faculty prior to the end of the term.

Attendance

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. To get the fullest benefit from her courses, she must participate fully. This implies attending regularly, completing work on time, and making up work missed because of emergency absence.

Absence from final examinations

Unexcused absence from an examination results in a failure in the examination. The Director of Counseling or the Assistant Dean of Faculty will excuse absence only in case of illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee is \$10 per course unless waived by the Director of Counseling or Assistant Dean of Faculty.

Transcripts

Graduates and students are entitled to one transcript of their College record without charge. Each additional transcript will cost \$1. Requests for transcripts should be directed to the Office of the Registrar; checks should be made payable to Chatham College. Two weeks are required for processing.

Withdrawal

A student who wishes to withdraw from the College during the academic year must complete the *notice of withdrawal* form, which requires authorization from parent or guardian. She then submits the form to the Assistant Dean of Faculty or Director of Counseling. Her official withdrawal date is the day on which the form is received by the appropriate officer. Refund of a student's initial \$50 deposit will only be made after the notice of withdrawal form has been received.

Upon the recommendation of the College physician, the College may request a student to withdraw for reasons of health.

Students who return to the College after withdrawal (except those on leaves of absence) must reapply and be reaccepted for admission. Requests should be sent to the Director of Admissions along with a \$15 application fee.

Leaves of absence

Medical

A medical leave of absence for a stated period may be considered instead of medical withdrawal in certain types of illness or injury. The medical leave requires the recommendation of the College physician to the

Director of Counseling or the Assistant Dean of Faculty. When circumstances warrant, the College has the right to require a student to take a leave of absence.

Voluntary

If a student plans to be absent temporarily from the College, she may request a leave of absence for a stated period from the Committee on Academic Standing. She should explain her reasons and plans for this absence in a letter to the Committee. If the leave is granted, the student may return to the College at the stated time without applying for readmission. If necessary, an extension of the leave may be granted. The student is expected to notify the Assistant Dean of Faculty and pay the \$150 deposit by April 20 prior to a fall return, or by December 1 prior to an Interim or spring return.

If students need financial assistance in order to return, they will be given full consideration. Application should be made to the Financial Aid Office.

Other leaves

Students in Junior Year Abroad programs or other programs approved in advance by the College are considered to be students *in absentia* and are carried on the College roster. They recertify their intent to return by notifying the Assistant Dean of Faculty and paying the \$150 deposit on the appropriate date.

Dismissals

The College reserves the right to dismiss at any time a student who fails to maintain the required standard of scholarship, who fails to make satisfactory overall progress, or whose continuance in college is detrimental to her health or the health of others.

Conduct which violates the stated regulations of the College or which is contrary to the intent of any rules of the College can be considered cause for disciplinary action. At the discretion of the College, this action may include required withdrawal. The welfare of the individual student is the primary concern here, as in all relationships with the College. A special probationary period may sometimes be used if it can contribute to the total development and progress of the student.



Financial procedures

Charges and expenses*

All the fees a student pays cover only 55 percent of the cost of her Chatham education. Private gifts and income from endowment and other sources must meet the difference between the full cost and the actual tuition charges. Parents who are able to contribute further to the cost of their daughter's education are encouraged to do so.

Charges for full-time and part-time students

For purposes of determining charges due, a student attending Chatham for the entire academic year is defined as being full time if she takes between seven (7) and nine (9) units. A full-time student is charged a flat tuition rate in both the fall and spring terms. A student enrolled in less than seven (7) units for the entire academic year is defined as being part time. A part-time student is charged a per unit fee for each course unit taken.

For those students enrolled for only one term, or one term and the Interim, a full-time student is defined as one taking between three (3) and five (5) units. Anyone enrolled for less than three (3) units is defined as being part time.

Resident students

Charges for the year:	
Tuition	\$4425
Room and board	2175
Student activities fee	80
	<u>\$6680</u>

Payable:	
By May 1 for new students;	
by April 20 for returning	
students	\$ 150

On or before August 1	3230
(plus the \$50 refundable	
deposit required of newly	
registered students)	
On or before January 15	<u>3300</u>
	\$6680

Tuition may be paid in installments. See p. 36 for details.

Commuting students

Charges for the year:	
Tuition	\$4425
Student activities fee	80
	<u>\$4505</u>

Payable:	
By May 1 for new students;	
by April 20 for returning	
students	\$ 150
On or before August 1	<u>2142.50</u>
(plus the \$50 refundable	
deposit required of newly	
registered students)	
On or before January 15	<u>2212.50</u>
	\$4505.00

Part-time students

Charges for part time:	
Tuition	\$520 per course unit
Payable:	
On or before August 1 (fall term)	\$ 520
On or before January 15	
(spring term)	\$ 520
If more than one course unit will be taken, the balance is due on or before registration each term.	

Special Interim course fees

For regular full-time students who take Interim courses on campus, there are no additional tuition, room, or board costs. Some Interim courses, though, may involve extra expenses for special supplies or for travel.

*The College reserves the right to alter charges and expenses in accordance with whatever economic changes might occur.

Students visiting Chatham during the Interim in a one-for-one exchange program will not be required to pay room, board, or tuition charges. If there is not a one-for-one exchange between Chatham and the visiting student's home college, the tuition fee will be waived. However, a \$200 charge will be assessed to cover room and board, and a refundable \$15 deposit will be required.

In the absence of any exchange agreement, visiting students will be charged \$520 per course and, if they wish to live on campus, \$260 for room and board.

Other fees

Application for admission \$15
The application fee is not refundable and is not credited on any College bill.

Deposit \$50
Newly registered students must pay a one-time deposit of \$50 on or before August 1 (January 15 if admitted at mid-year). The deposit, less any bills due the College, will be refunded on graduation or withdrawal.

Late registration fee \$15
Because of the additional work for the College and special handling involved in registering students after the normal date, a \$15 fee is due from late registrants.

Student activities fee \$80
This fee entitles each student to all student publications, admission to College social events, student-sponsored concerts and lectures, and membership in the Chatham Recreation Association and Chatham Student Government. The fee was established at the request of the Chatham Student Government, and is collected from both residents and commuters.

Overload fee \$520 per course unit
For all academic programs exceeding nine (9) units per academic year, there will be an overload charge assessed in the second term. If the student attends only one term, or one term and the Interim, the overload fee will be charged for each unit taken over five.

However, because the College wishes to en-

courage intellectual curiosity, it will cancel the fee of overload units that are not used to fulfill graduation requirements. To request this cancellation, a student has the option of signing a voucher promising to pay the overload fee at the time of her graduation, at the rate prevailing at that time, if the overload unit(s) are used to fulfill graduation requirements. If the overload is not used for this purpose, the fee is cancelled. If this option is not chosen, the fee must be paid at the time it is assessed.

In the case of an overload preceding a withdrawal or leave of absence, the fee must be paid at the time of withdrawal or leave. This is the case even if one of the above-mentioned vouchers had previously been signed.

All financial aid recipients with overload charges should see the Director of Financial Aid after the overload is a reality. They may be granted additional assistance — in various forms — to cover the overload charges. (See Academic Procedures section, page 29 for additional details regarding the overload policy.)

Senior *in absentia* fee \$520
When a senior is permitted, in some emergency, to complete all or a portion of her senior year *in absentia*, she will be charged a \$520 fee. This fee will be waived if the student is enrolled in and paying for the tutorial during the *in absentia* period.

Applied art fee \$30 per course unit
Students enrolled in the Art Department's ceramics and two- and three-dimensional studio courses pay this fee to help defray the cost of materials and supplies.

Student health and accident insurance \$102.12 per year
Students are required to have health and accident insurance; they are responsible for making their own arrangements for such coverage. The College offers such insurance with Blue Cross of Western Pennsylvania at \$102.12 for 12 months. Students file claims directly with the insurance agent. Alternate insurance plans are acceptable.

The student must provide written proof of alternate insurance coverage if she does not subscribe to the College plan. Questions about the medical insurance program should be directed to the Treasurer. The cost of this insurance plan is subject to change.

Infirmary fee \$6 per day

The resident student's fee covers seven days' care in the College infirmary. Additional days are charged at \$6 per day. The student must pay for medicine and for part of the College physician's charges (\$5 per visit). The College bills the student for medical charges. (See page 41, Medical Services.)

Examination fees \$10

A student who fails to take any required examination at the regularly scheduled time must pay a late examination fee of \$10. The College does not charge students for any exemption or credit they may earn by examination. When an outside examiner is needed, the student is asked to pay a special examiner's fee.

Audit fee \$25

Any student who registers for a course on a recorded audit basis will be charged a non-refundable fee of \$25 payable at time of registration. Although an overload fee will not be charged, the academic regulations for overload must be maintained.

Photography laboratory fee \$30

The fee is charged for all photography and audio-visual courses requiring additional instructional supplies.

Applied music fee \$170 per course unit

The applied music fee is charged each term for a one hour lesson per week of private instruction in piano, organ, voice, violin, or other instrument. One half-hour lesson per week (one-half course unit) is \$85. Students majoring in music may take four course units of applied music, at the rate of one unit per term, without charge in the junior and senior years.

Study Abroad application fee:

Students who apply for Study Abroad programs

will be charged a non-refundable fee to cover processing.

Term or year program \$15

Summer study program \$15

Payment of expenses

Statements of accounts are mailed to parents or guardians of students about one month before the due date. Checks should be made payable to Chatham College, and addressed to Chatham College, Woodland Road, Pittsburgh, Pa. 15232, Attention: Treasurer's Office. Payments must be made by the due date. Any unpaid accounts are charged at a rate of one percent monthly on the unpaid balance. No exceptions will be made without written permission from the Treasurer of the College.

If a student fails to make a satisfactory plan for payment of her account, or fails to make satisfactory payments on the payment plan selected, the College reserves the right to:

Withdraw charging privileges at the Bookstore; withhold grades; withhold transcript of her college work; withhold statement of transfer in good standing; cancel dining hall privileges; request that a student vacate her residence hall room; cancel the student's registration at the College; and withhold granting of the degree and graduation.

When a student is notified that any of the above sanctions have been placed against her, she will have ten days in which to appeal the decision to the Treasurer of the College.

When any of these sanctions have been applied against a student, or where payments are not made within 10 days from when due, a special account default fee of twenty-five dollars (\$25) will be added to the student's bill.

Each month during the academic year, students will receive statements of accounts showing charges for Bookstore purchases, Infirmary bills, guest charges, etc. Payment is due within 25 days; charging privileges may be withdrawn if the student account is delinquent.

All returning students must pay a \$150 advance de-

posit by April 20 each year. This payment is not refundable except to a student ineligible to return because of academic failure. The \$150 is applied to charges for the academic year as long as the student registers for courses. A student will forfeit the \$150 if she draws for a room in May, but later elects to live off campus.

The advance payment reserves a place for the student in the College. Unless the College knows that a student is returning, it is obliged to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim, pay one-half of the stated rates for the College year. Full-time seniors who attend one term or a term and an Interim in order to complete final degree requirements, will be assessed one-half the annual charges.

Installment payment plans

Some parents or students may prefer to pay tuition and other college fees in monthly installments during the year. This convenience is available through the College, local banks, or various tuition payment plans.

One payment plan offered through the College permits payment of tuition and fees in 12 installments. The first installment of \$150 is payable directly to Chatham College by April 20. The remaining 11 monthly installments are arranged through EFI-Fund Management. Under this plan, financial aid and other anticipated credits (except work assignments) may be deducted from annual charges in calculating the monthly payments. A student or parent should apply for this program by April 30. No penalty or interest is charged if monthly payments are made on schedule. An application fee of \$25, payable to EFI-Fund Management, will be charged.

Term charges may also be paid in monthly installments, August 15 through November 15 for the fall term, January 15 through April 15 for the spring term. This plan carries a finance charge at the rate of 12% per year on the unpaid balance. The advance payment of \$150 will still be required by April 20 (May 1 for new students). The application must be filed before July 15. Both the parents and the student must sign a retail installment contract.

The Treasurer's Office has further information on all

these plans. All arrangements should be completed well in advance of the payment due dates.

If a student has received notification of financial aid, one-half of the award may be deducted from the payment due in August, and one-half from the January payment. Students are paid directly for their work assignment in the College Work-Study or Chatham job programs. Student work awards, therefore, should not be deducted from the August or January payments.

Insurance for Off-campus Programs

The College is not responsible for any claims resulting from a student's participation in these off-campus programs. Students and/or their parents should review their insurance coverage before enrolling in any such program.

Refunds

If a student gives the College written notice of withdrawal prior to the first day of classes, she will be refunded all advance payments of tuition and room and board, except for the \$150 advance payment. A student who files a notice of withdrawal after the start of classes, but before the conclusion of the second week of the term, will be liable for forfeited charges in the amount of 20 percent of tuition, room and board, and fees. If she notified the College of withdrawal after the end of the second week of classes but prior to the end of the fourth week of classes, 50% of tuition, room and board, and fees will be charged.

Where a student is withdrawing from the residence hall only, \$150 will be forfeited prior to the first scheduled day of occupancy. On or after the first scheduled day of occupancy but prior to the end of the first week of classes, the student will be liable for \$150 plus 20% of room and a pro-rated portion of board. After the end of the first week of classes but prior to the end of the fourth week of classes, 100% of room plus a pro-rated portion of board will be forfeited. This policy is applicable where a student has arranged for on-campus living or was required to but did not obtain off-campus living approval.

Where payments to date are less than forfeited charges, the difference will be due and payable upon

withdrawal. Where payments to date are greater than the forfeited charges, the excess of payments over forfeited charges will be refunded. No refunds or reductions of charges will be made without exception, after the first four weeks of classes. Appeals regarding any aspect of the charges, payments, or refund process should be addressed in writing to the Treasurer's Office.

Withdrawal for this purpose will be considered as encompassing leaves of absence and Junior Year Abroad programs.

For the purpose of computing any refund, a student's official withdrawal date will be the date on which the Assistant Dean of Faculty or Director of Counseling receives her completed notice of withdrawal. The College will not refund a student's initial \$50 deposit until she has formally completed the notification of withdrawal.

Where withdrawal from the residence hall is involved, the date used for calculation of fees or refund due will be the date on which the Dean of Student Services receives written notification of the student's intent to live off-campus, subject to the approval of the request to live off-campus.

Financial aid

Chatham has an outstanding program of financial aid available, with over 60 percent of Chatham students receiving some form of financial assistance annually. Generally, financial awards at the College range from \$100 to \$6700 per year, and aid is usually awarded as a "package" including a grant, a job, and a loan. Some forms of financial aid may cover special programs, such as Study Abroad or the Washington Semester. These awards include the Basic Educational Opportunity Grant (BEOG), state scholarships, outside grants, and the National Direct Student Loan (NDSL); for more information, students should contact the Financial Aid Office.

A student must reapply each year for financial aid. She can expect assistance to be continued as long as her financial need continues and she makes satisfactory academic progress. The amount of aid received in years after the initial award will depend on the stu-

dent and her family's resources and the continuing availability of financial aid funds from outside sources, such as the federal and state governments. As the student makes academic progress, she will be expected to assume reasonable additional financial responsibility for her education through a reasonable increase in the self-help portion of her financial aid package.

Financial need is the main criterion to determine a student's eligibility for assistance. If her family has a relatively high income, she should not automatically assume that she is ineligible for financial aid.

Financial aid for freshmen

Freshmen are awarded financial aid on the basis of their need. Applicants for financial aid should submit the following financial information at the same time they submit their admissions application:

1. The Financial Aid Form should be filed with the College Scholarship Service. This form may be obtained from a student's high school guidance counselor (available after January 1).

2. The Chatham financial aid application.

3. A copy of the family's most recently filed IRS 1040 form.

Additional information on all sources of financial aid may be obtained by requesting the College's brochure on financial aid from the Admissions Office.

Financial aid for transfers

Students who enter Chatham with advanced standing are eligible for financial aid as described for freshmen.

Financial aid for upperclassmen

Students of the three upper classes are eligible for a number of endowed scholarships and scholarships contributed by individuals, groups, and foundations. These scholarships are awarded on the basis of need, academic achievement, and contributions to the Chatham community.

Chatham-administered aid

Chatham Grants come from College funds and are based on financial need. The awards vary in amount and do not require repayment.

Supplemental Educational Opportunity Grants are federal funds administered through Chatham to a limited number of students of exceptional financial need. Students must be enrolled at least half time and be in good standing; when the number of qualified applicants exceeds available funds, full-time students are given priority. Grants range from \$200 to \$1500 per academic year.

National Direct Student Loans are awarded, in almost every case, in combination with grants and work. Students may borrow up to a maximum of \$5000 for four undergraduate years. These loans carry a legal obligation for repayment, beginning nine months after graduation.

Work Assignments/Work-Study are two programs which enable students to earn money. Work Assignments are paid from Chatham funds; the Work-Study Program is federally sponsored. Students work on or off campus for public or non-profit organizations in such jobs as library assistant, lab assistant, child care center aide, museum aide, and federal agency aide.

Outside sources of aid

Basic Educational Opportunity Grants, administered by the federal government, range from \$200 to \$1800 per year. Applications are available through high school counselors or the Chatham Financial Aid Office.

State Grants are administered through the financial aid agency of each state. Students requesting financial aid from Chatham who are residents of the following states *must* apply for state scholarships: Connecticut, Massachusetts, Pennsylvania, Rhode Island, Ohio, New Jersey, Vermont, West Virginia, Delaware, and Washington, D.C. Awards range from \$100 to \$1500. Applications are available through high school counselors or the appropriate state agency.

Federally Insured/State Guaranteed Loans are low-interest, long-term loans to aid students who are enrolled on at least a half-time basis. A student may borrow up to \$2500 a year with a maximum of \$7500 for four years. They are interest free while the student is in school; repayment and interest charges start nine months after graduation.

Special scholarships

Minna Kaufmann Ruud Scholarships are awarded to students with outstanding talent in voice, regardless of financial need, who desire a liberal arts education. Special priority is given to those who plan to pursue careers in the operatic, concert, or teaching fields.

Chatham Merit Scholarships are awarded to five incoming freshmen who demonstrate outstanding academic ability, regardless of financial need. Each is a \$2000 scholarship.

Glenda Rich DeBroff Memorial Scholarship is awarded to a student who shows promise of high academic achievement, motivation, and service to the Chatham community. The student must be in financial need and the award is used for her Interim project.





College services

Medical services

The College maintains a student infirmary on campus under the direction of the College physician and a resident nurse. The physician is available during specified hours each weekday and is on call for emergencies when contacted by the College nurse. (See p. 35, Infirmary fee.)

A parent's written consent for treatment by the College medical staff is required. Parents electing to have their daughter treated by a physician of their own choice must file a written request with the Infirmary.

All students must have health and accident insurance. The College has planned for such a program with Blue Cross of Western Pennsylvania and recommends it strongly. (See p. 34, Insurance fee.) Alternative plans will be accepted if they offer equivalent benefits.

Counseling services

The Director of Counseling is qualified to discuss a wide range of personal problems with students and will provide referral services when needed. Services provided by the Director of Counseling are without charge. Psychiatric counseling is available, with a fee, through a consulting psychiatrist.

Campus Security

The Chatham College Woodland Road Security Force, which consists of nine experienced officers who work in shifts, is in charge of all aspects of campus security, including parking. The force is headed by a chief of security.

Library Services

The library staff is available to help students with any aspect of library use, including identifying sources of information for a research paper, understanding the use of the card catalog and indexes, finding materials in the library, or locating additional materials in the city. Students may schedule a research paper conference with a librarian to review information resources and search strategy for special papers and projects.



Courses of study

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen — as Art Tutorial 603-604 — the course may not be entered second term and no credit is given until two terms have been completed. If the numbers of a year course are separated by a comma — as Art 101, 102 — the course may be entered either term and taken for credit.

Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours).

Courses within each department are designated by three-digit numbers. Unless otherwise indicated in the course description, odd-numbered courses are given in the fall term, even-numbered courses are given in the spring term, and courses ending in "0" are given in the Interim term.

The first digit of the course number indicates the level of the course as follows:

- 7 = Faculty Symposia; open to students with permission of the instructor
- 6 = Tutorial
- 5 = Independent Study
- 4 = Course open to seniors only; to others with permission of the instructor
- 3 = Course open to juniors and seniors only; to others with permission of the instructor
- 2 = Course open to sophomores, juniors, and seniors only; to freshmen with permission of the instructor
- 1 = Course open to any student, providing stated course prerequisites have been met
- 0 = Course open to freshmen only

In the second digit of the course number, numbers above "6" identify certain programs as follows:

- 9 = Interdepartmental course
- 8 = Black Studies course

The College reserves the right to withdraw any course which is not elected by a sufficient number of students. Not all courses are available each academic year. Course schedules should be planned in conjunction with a time schedule available at the Registrar's Office.



Departmental areas

(See also *Program Areas, Areas of Study*)

Art

Major Requirements in Studio Art:

Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The required 100-level courses are prerequisites for most other studio courses, and should be taken before the junior year. Of the remaining six courses, at least one must be in a two-dimensional area and one in a three-dimensional area. Studio sessions normally occur twice a week for three hours each meeting. Students are expected to engage in two hours of independent work for every class hour. Except where indicated, students are expected to supply all materials (see page 34, Applied art fee). Submission of a satisfactory portfolio will be requisite for acceptance into the major program.

Major Requirements in Art History:

Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The student must complete at least one seminar in art history. At least one course at the 200 or 300 level is required in three of the following areas: Ancient, Medieval, Renaissance, Baroque, Modern, and non-Western. Students intending to pursue graduate study in art history are reminded that a reading knowledge of French and/or German is normally required upon entering a graduate program. Courses outside the department, in history, literature, and philosophy of art, are strongly recommended.

100-level courses constitute an introduction to the field, and are designed for freshmen and other students with little or no academic experience in the visual arts.

Studio Courses

101, 102. Drawing.

Through various drawing media, the course examines the practice and principles of creating and understanding a work of visual art. Perception, means of visual communication, and composition are stressed.

104. Painting.

The application of color as structure, illusion, and expression through the use of acrylics. Prerequisites: Art 101 or 102, or permission of instructor.

113. Fundamentals of Sculpture.

A study of form and space through experimentation in clay, plaster, wood, and metal. Applied art fee.

114. Life Modelling.

A study of the figure as a basis for sculptural expression and design. Prerequisite: Art 113 or permission of instructor. Applied art fee.

117. Introduction to Ceramics.

Techniques of hand-building, throwing, and glazing will be included. Applied art fee.

145. Practice and Principles of Design I.

An introduction to the problems and use of two-dimensional design. Subjects will include pattern, balance, scale, movement, rhythm, proportion, and relationships of figure to ground, using various media.

165. Art of the Print.

A broad historical survey of the print in Western art from the Renaissance to the present. Emphasis is on development of various media, the great artist-printmakers, and on connoisseurship through study of fine prints in the collection of the Carnegie Museum of Art.

192. Basic Photography.

A study of the black-and-white photograph; study of an experience with exposure and developing of photographic film and paper; study and practice in the photograph as documentation, representation, and expression. Prerequisite: Permission of the instructor.

193. Visual Studies.

The course aims to acquaint the student with the vocabulary of visual communication, to sensitize her to the element of design, and to alert her to the possibilities and limits of illustrating, documenting, and conveying her ideas through visual media. Class meetings will include discussions of shared readings, analysis of graphic and photographic designs, and criticism of student solutions to assigned design problems.

201, 202. Intermediate Drawing.

Prerequisite: Art 101 or 102, or permission of instructor.

203, 204. Intermediate Painting.

Prerequisite: Art 104 or permission of instructor.

205. Printmaking I.

An introduction to the techniques and aesthetics of graphic media, including drypoint, engraving, mezzo tint, etching, and aquatint. Applied art fee.

206. Printmaking II.

An exploration of the expressive possibilities of graphic media. Historical methods of printmaking will be introduced. Prerequisite: Art 205 or permission of instructor. Applied art fee.

207. Figure Drawing.

The practice of drawing from the model for the purpose of developing an understanding of the human form. Prerequisite: Art 101 or 102, or permission of instructor.

210. Raku Workshop.

An intense study of the Raku process. Proceedings from the clay form to the iridescence of the finished product, in this highly unique kind of firing. Other unusual clay and glaze techniques will be explored in conjunction with Raku. Prerequisite: Art 117 or permission of instructor.

211. Watercolor.

An exploration of transparent watercolor and its unique characteristics as a painting medium. Prerequisites: Art 101 or 102, or permission of instructor.

212. Sculpture: Carving.

The subtractive techniques of carving solid materials such as wood, stone, plaster. The use of hand tools and power equipment will be taught. Prerequisite: Art 113 or permission of instructor.

214. Sculpture: Metal.

Fabrication of metal sculpture through welding, brazing, and soldering will be explored. Prerequisite: Art 113 or permission of instructor.

216. Sculpture: Casting Techniques.

The techniques and aesthetic possibilities of non-ferrous metal casting will be explored in a workshop atmosphere. Prerequisite: Art 113 or permission of instructor.

218. Intermediate Ceramics.

A refinement of basic skills will be emphasized. Prerequisite: Art 117 or permission of instructor.

301, 302. Advanced Drawing.

Prerequisite: Art 201 or 202 or permission of instructor.

303, 304. Advanced Painting.

Prerequisite: Art 203 or 204 or permission of the instructor.

313, 314. Advanced Sculpture.

Prerequisite: Permission of instructor. Applied art fee.

501, 500, 502. Independent Study.**603-604. Tutorial.****Art History Courses****002. Freshman Seminar: The East Wing and the Parthenon: Values and the Visual Arts.**

Great works of art and architecture embody society's (and the artist's) attitudes toward and search for values. The course examines how issues such as the impact of science and technology, for example, or the changing of reality have affected the way art (painting, sculpture, architecture, past and present) looks.

133. Survey of Western Art I.

An introduction to the history of art and architecture in Western civilization, covering the visual arts from their beginnings in pre-history through the medieval period in Europe.

134. Survey of Western Art II.

An introduction to the history of the visual arts in Western civilization from the Renaissance to modern times.

230. Art History Field Trip.

An extensive tour during Interim of major sites and museums in a culturally significant area of Europe (e.g., Rome and Florence, Greece). In consultation with the instructor during the fall term, each student will choose, assemble a bibliography, and prepare a report on an important work to be presented on the site.

245. Ancient Art.

A survey of the art of the major ancient civilizations of the Mediterranean world up to the fall of Rome. Prerequisite: Art 133 or 134, or permission of instructor.

247. Medieval Art.

A survey of European art from the Early Christian through the Gothic periods.

251. Early Renaissance Art.

A survey of the art and architecture of western Europe during the 14th and 15th centuries, with special attention to the rise of humanistic values in Italy.

252. High and Late Renaissance Art.

A survey of the art and architecture of western Europe in the 16th century, stressing the grand vision of the High Renaissance and its complex aftermath, including courtly Mannerism, Venetian sensualism, and the impact of the Reformation.

253. Baroque and Rococo Art.

A survey in depth of the various styles and aims of European art from 1600 to 1780. Prerequisite: Art 133 or 134, or permission of instructor.

256. Modern Architecture.

Lectures and discussions analyze and compare architectural styles and functions in the 20th century. Special attention is given to opposing theoretical positions, from the Bauhaus to "pop."

258. Twentieth Century Art.

A survey in depth of the major movements in the art of Europe and America since the end of the 19th century.

330, 340, 350. Seminar in Art History.**501, 500, 502. Independent Study.****603-604. Tutorial.**

Biology

Major Requirements:

For the B.A. degree, 13½ course units. The following courses are required: Biology 143, 144, 241, 349, 603-604; one lecture-laboratory course in introductory chemistry, and one lecture-laboratory course in or-

ganic chemistry. Electives must include biology courses numbered 200 and above. Psychobiology and Biochemistry may be taken for credit towards the biology major. Biology 143 and 144 may be exempted on the basis of Advanced Placement or satisfactory performance on an exemption examination.

For the B.S. degree, 16½ course units, including the requirements for the B.A. degree and three additional course units in mathematics, physics, or chemistry.

Interdepartmental Major Requirements:

7 course units in biology plus Biology 603-604, or their equivalent in the cooperating department. All biology courses selected for the major are subject to the approval of the Biology Department.

Minor Requirements:

7.5 course units in biology which satisfy the following requirements: 2 units of general biology, 1.5 units of animal science, 1.5 units of genetics, 1.5 units of botanical science, and 1 unit of elective which must be approved by the Biology Department. Chemistry is not required for the minor, but the Biology Department strongly recommends that at least 1 unit of chemistry be completed.

Non-Major Course Offerings:

Courses numbered in the 100s may be taken by any student and no prerequisites are required. Exclusive of General Biology (143-144), these courses will not count towards the major in biology. The courses in the 100 series are: Biology 120, Human Sexuality; Biology 123, Nutrition; Biology 124, Food: Production, Politics and People; Biology 141, Evolution; and Biology 153, Human Genetics.

045. Freshman Seminar: Current Topics in Health and Nutrition.

Rapid advances are being made in all areas of human health. This seminar will examine current topics in medicine and nutrition and consider the significance of these advances for the individual and society. Possible topics include aging, cancer research, euthanasia, vitamin research, and fad diets.

120. Human Sexuality.

A course dealing with the biological and physiological functions of human beings. Topics covered will

include menstruation, conception, pregnancy, birth, contraception, and abortion. Field trips to local institutions, and speakers on fertility, planned parenthood, and maternal care will be included. Students will be required to complete an in-depth research report on some specific aspect of sexuality.

123. Nutrition.

An introduction to the science of nutrition. Consideration will be given to the nutrients — their composition, functions, metabolism, and sources; food handling and storage; meal preparation and planning; special nutritional needs throughout the life cycle. Integrated with this basic information will be special topics pertaining to diets, organic foods, preservatives, pesticides, feeding the world's population and related concerns.

124. Food: Production, Politics and People.

An examination of the problems and progress in the general area of world food production. Topics to be examined will include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food.

141. Evolution.

The historical aspects of organic evolution will be studied, but major emphasis will be placed upon the modern genetic theory of evolution as a continuing process. A portion of the course will deal specifically with the biological and philosophical aspects of human evolution. This course is designed for students without previous science courses, but a scientific approach to the subject will be taken. Use will be made of films and museum trips.

143, 144. General Biology.

A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week.

153. Human Genetics.

An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the stu-

dent's general education in these matters, and although certain aspects of genetics will be considered in some detail, the course is not designed as a substitute for the basic course in genetics.

201. Invertebrate Zoology.

A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

203. Comparative Chordate Anatomy.

A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

204. Comparative and Experimental Embryology.

A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

221. General Microbiology.

The study of fundamental characteristics of bacteria and related microorganisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Chemistry 101 or 103 and Biology 143, 144.

222. The Biology of Disease.

Lectures, demonstration, and projects illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional, environmental and inherited diseases of man and animals. Considerations involved in immunity, diagnosis, chemotherapy, and public health. Prerequisite: Biology 143, 144.

223. Plant Physiology.

The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

224. Botany.

The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

226. Industrial and Applied Microbiology.

A study of microorganisms as they are used and controlled for commercial purposes. Topics discussed include industrial fermentations, microbiological assays, quality control of foods, and the microbiological problems involved in water, sewage and soils. Prerequisite: Biology 143, 144, and Biology 221.

227. Water Pollution.

Readings and discussions of some of the biological, social, economic, and political problems associated with water pollution. Also, expert speakers from industry, the press, state and federal agencies, and academia will be invited to participate. Field trips will be part of the course. One three-hour meeting per week plus one hour of scheduled discussion. Prerequisite: Biology 143, 144 or permission of the instructor.

241. Genetics.

A study of the principles of inheritance in plants and animals. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

248. Ecology.

A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

258. Histology.

A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

301. Animal Physiology.

A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four

hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

307. Endocrinology.

A survey of the structure and functions of vertebrate endocrine glands will be made, with major emphasis on the physiological processes controlled by hormones. 1 unit. Prerequisite: Biology 143, 144.

340. Marine Biology.

A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held at the Pigeon Key Biological Field Station of the University of Miami, Miami, Florida. Prerequisite: Biology 143, 144 and Biology 201.

349. Seminar.

Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. Prerequisites: Biology 143, 144.

354. Special Topics.

Lectures and laboratories in selected areas of contemporary biology. 1½ courses.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Chemistry

Major Requirements:

B.S. Degree: 14½ course units, including the tutorial.

Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 431, 441, 603, and 604. Required laboratories: 114, 215, 216, and 318.

B.A. Degree: 11½ course units, including the tutorial. Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 431, 603, and 604. Required laboratories: 114, 215, and 318.

Interdepartmental Major Requirements:

Chemistry 101 or 103, 104, 114, 205, 206, 215, 311, and 312.

The following courses (or their equivalents) from other departments are prerequisites to some of the

required courses in chemistry: Mathematics 101 and 102; Mathematics 251 and 252 (Physics I and II). Additional courses in mathematics are recommended. A reading knowledge of a foreign language is strongly advised. German and Russian are the most useful. It is recommended that students considering majoring in chemistry begin the chemistry sequence in their freshman year.

101. Chemistry.

Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three lectures, one discussion session, and a three-hour laboratory weekly.

103. Structural Chemistry.

An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly.

104. Elementary Analytical Chemistry.

Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electrochemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 101 or 103; Corequisite: Chemistry 114.

114. Quantitative Analysis Laboratory.

Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Corequisite: Chemistry 104. ½ course.

116. Contemporary Topics in Chemistry.

Applications of observations, hypotheses, theories, and laws to selected topics in chemistry. This course is designed for students majoring in areas outside the sciences and is not intended to serve as a substitute for Chemistry 101 or 103. Three lectures and a recitation session weekly.

205. Organic Chemistry.

Development of the structural theory of organic compounds. Relationship of structure to reactivity; stereochemistry; types of organic reactive intermediates; and the chemistry of alkanes, alkenes and

aromatic compounds will be covered. Prerequisite: Chemistry 101 or 103. Corequisite: Chemistry 215.

206. Organic Chemistry.

Discussion of organic functional groups and their chemistry. Spectroscopy, mechanisms and synthetic-type reactions included. A discussion of biologically important compounds will cover the last third of the term. Prerequisite: Chemistry 205 and Chemistry 215.

215. Elementary Organic Laboratory.

Basic manipulative skills including introduction to several chromatographic techniques are followed by chemistry of alkenes and aromatic compounds.

216. Organic Chemistry Laboratory.

Chemistry of organic functional groups. Identification of unknowns and a multi-step synthesis.

236. Industrial Chemistry Seminar.

An overview of commercially important products with stress on the research and development process. Case studies are used to illustrate how the concepts and tools acquired in academic courses are utilized in the industrial development process. Three lectures weekly.

301. Seminar in Current Research Methodology.

Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. ½ course.

311. Physical Chemistry.

Descriptions of physiochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisite: Chemistry 104, 205, and 215, one year of calculus and one year of college physics. 1½ courses.

312. Physical Chemistry.

Electrochemistry, kinetic theory, and chemical kinetics. Three lectures weekly. Prerequisite: Chemistry 311.

318. Advanced Instrumental Chemistry.

Laboratory projects in physical and analytical chemistry using spectrometric, electrochemical, x-ray

diffraction, and separation science techniques will be selected to meet the program requirements of the student. One lecture weekly with laboratory hours adjusted according to desired credit. 1 or ½ course units. Prerequisite: Chemistry 311.

322. Topics in Analytical Chemistry.

Theory of electrical, optical, chromatographic and electromagnetic methods of analysis. Two lectures a week. Prerequisite: Chemistry 311. Corequisite: Chemistry 318. ½ course.

338. Biochemistry.

Study of the chemistry and metabolism of biological compounds. Three lectures and three hours of laboratory weekly. Prerequisite: Chemistry 206.

431. Advanced Inorganic Chemistry.

Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes of inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312.

441. Organic Analysis.

Systematic study of identification of pure organic compounds, involving a review of organic reactions and their application as tests for the presence of various functional groups. Instrumental methods are included. Three lectures and six hours of laboratory per week. Prerequisite: Chemistry 206, 216, and 311. 1½ courses.

501, 500, 502. Independent Study.

603-604. Tutorial.

Drama

Major Requirements:

11 drama courses, including Drama 101, 102, 103, and the tutorial.

Interdepartmental Major Requirements:

An interdepartmental major may be undertaken at the initiative of the student and with the agreement of appropriate faculty from the other department. In such a case the student should complete 8 courses in drama exclusive of the tutorial with 4 of the courses

being at the 200 level or above. The tutorial must either integrate a substantial proportion of dramatic/theatrical material with the other subject or be itself a dramatic production.

Minor Requirements:

A student with a major in another department may choose to minor in drama. In such a case the student should take at least 6 courses in drama including Drama 101, 102 and Drama 103, unless exempted. Of the 6 courses required, 3 should be at the 200 level or above.

001. Freshman Seminar: Outrage and Reconciliation: The Theatrical Response to Large Events in This Century.

The drama seminar will consider a number of contemporary plays, some of which affirm human values and some which cry out at their absence.

101, 102. Theatre Workshop.

The workshop is a lively course in performance skills for the actor, comprising a mixture of theatre games, improvisations, fundamental work in relaxation and breathing techniques, body and voice awareness, imagination, and some basic mime training. The first term is devoted to exercises for expanding body and voice articulation, musicality and rhythm. The second term, somewhat less structured, deals with imaginative observation and with devising improvisations based on those observations.

103. First Course in Theatre.

A consideration of the main types and styles of drama as well as the various crafts of theatrical productions: scenery, lighting, costume, and acting. Students in this course participate in department productions.

105. Acting I.

Investigation and application of dynamic methods of projecting meaning on stage. Study concentrates on mime, interpretive stage movement, and improvisation.

106. Acting II.

An extension of training exercises into scenes, as well as consideration of selected methods of characterization. Application continues through improvi-

sation but expands to include scenes and one-act plays. Prerequisite: Acting I.

107. Modern British Drama.

A study of plays from Pinero to Pinter.

108. American Drama.

A study of American plays from early Eugene O'Neill to the present. Plays will include works of Maxwell Anderson, Clifford Odets, Thornton Wilder, Lillian Hellman, Arthur Miller, Tennessee Williams, Edward Albee, and Paul Zindel.

130. Rehearsal and Production.

The work of the course is to produce a distinguished play under rehearsal conditions approximating those of the professional stage. In addition to the production there are lectures by faculty members outside the Drama Department on subjects suggested by the content of the play.

132. Theatre in England.

The class will be based in London and will attend as large a number of productions as the situation permits. Theatre going will be reinforced by talks with British theatre people, where possible, and by preparatory lectures and critiques. If arrangements can be made to attend productions outside London (Oxford, Bristol, Edinburgh, Paris), advantage will be taken.

181. Contemporary Black Drama.

A study of the growth of the Black theatre and the ways in which it reflects the cultural, social, and political history of Blacks in America. Works of selected Black poets and playwrights are analyzed through studio performances. Students are exposed to activities of Black theatre groups in Pittsburgh.

191. Approach to Creative Dramatics.

A course designed for experimentation with the techniques used in non-scripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of these ideas through classroom experiments.

192. Speaking to Inform and Persuade.

A study of the selection of appropriate speech subjects, the gathering of relevant supporting materials,

and the effective organization of those materials, with the aim of achieving a clear and responsible style of delivery.

201. Drama and Civilization.

Studies of great drama from the Greek classics to nineteenth-century realism. The plays will be considered as expressions of their cultures as well as examples of their playwright's accomplishments.

202. Modern European Drama.

Studies in drama from *Woyzeck* to *Marat/Sade*. Plays will be considered in relation to the theatrical and cultural condition in which they originated and the permanent ideas they express.

205. Playwriting.

A consideration of the special problems of writing for the stage. Student work will be sympathetically read and constructively criticized.

208. Contemporary Dramatic Expression.

An exploration of the newer trends in theatrical practice will be made. Consideration will be given to the acting, staging, and interpretive techniques required by contemporary styles in written and non-descriptive forms of dramatic production. Advantage will be taken of experimental Pittsburgh productions by attending and evaluating significant contemporary plays as well as a critical study of written and "scenic" style scripts. Students should budget up to \$10.00 for theatre tickets.

210. Dramatic Criticism.

Studies of the principal dramatic theories and the work of important contemporary critics, to be used as a basis for the student's own critical response to available theatre productions.

212. Theatre History.

A study through reading of period plays and other sources of the theatres, staging practices, and relationships between the play and its audience, from the Greek Threshing Circle to the Circle in the Square. A research project will be part of the work of the course.

303, 304. Directing.

Principles of staging. Modifications of conventional presentation such as theatre-in-the-round will be

considered. Important directors and their contributions to the theatre will be studied. Problem scenes and short plays will be produced. Prerequisite: Drama 103 and/or 105, 106. First term is prerequisite for the second term.

501, 500, 502. Independent Study.

603-604. Tutorial.

Economics

Major Requirements:

12 courses including Economics 101, 102, and the tutorial, and at least five other courses in economics. Administration and Management 101, 222, 223, and 306 may be taken for major credit.

Interdepartmental Major Requirements:

8 courses in economics including Economics 101 and 102. Administration and Management 222 and 223 may be included for major credit except for interdepartmental majors with Administration and Management.

Minor Requirements:

A minor in economics will consist of six courses in economics. Administration and Management 222 and 223 may be included by permission of the Chairman of the Economics Department.

101. The American Economic System: Macroeconomics.

An introduction to economics. A study of some characteristics of the contemporary American economy. The concepts of National Income and Output are analyzed and emphasis is placed on factors which influence the level of economic activity including fiscal and monetary policy.

102. The American Economic System: Microeconomics.

The role of the consumer and producer in the economy is studied in the context of the functioning of the price system in different market structures. Emphasis is also placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy.

211. Intermediate Macroeconomics.

Application of the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Problems of unemployment and inflation, the Keynesian system and monetarism are considered in depth. Prerequisite: Economics 101 and 102.

212. Intermediate Microeconomics.

An intermediate study of the allocation of resources and the distribution of income within various market structures. Insofar as possible, theoretical economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisite: Economics 101 and 102.

214. Public Finance.

An analysis of governmental revenue, expenditure and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisite: Economics 101 and 102.

216. Money and Banking.

The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisite: Economics 101 and 102.

218. Labor Economics.

An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining, automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time and the economic effect of union and government labor policies. Prerequisite: Economics 101 and 102.

219. International Economics.

Introduction to international trade and finance; an

examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisite: Economics 101 and 102.

223. Industrial Organization and Public Policy.

This course analyzes the structure, conduct, and performance of American industry with an emphasis on the monopoly problem. It examines the ways in which industries become monopolized, the measurement of industrial concentration, and government policies to control monopolies, e.g. anti-trust laws and regulatory commissions. Prerequisite: Economics 101 and 102.

321. Seminar on Economic Thought.

The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen, Marshall, and Keynes. Prerequisite: Economics 101, 102, and permission of instructor.

327. Seminar on Ethics and Economics.

The conflict between positive and normative economics, theories of justice and income inequality, ethical issues in medical care, poverty, welfare, economic development, unemployment, inflation, old age, the corporation, or whatever problems members of the class wish to pursue. Prerequisites: Economics 101, 102, and permission of the instructor.

329. Seminar on Economic Development.

An examination of the economic and non-economic factors accounting for the economic growth and development of modern economically developed nations and less developed areas of the world. A review of the problems encountered in initiating and sustaining the process of economic development. Various theories of economic development and major policy issues will be discussed. Prerequisites: Economics 101, 102, and permission of the instructor.

501, 500, 502. Independent Study.

603-604. Tutorial.

Education

Requirements for Recommendation for State Certification in Teaching:

Students are recommended for Nursery-Third or Kindergarten-Sixth or Secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements for the baccalaureate degree. All education students are urged to take the National Teacher Examination during their senior year.

Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, Psychology 251, and Education 102, 222, 321, 322, 423. Secondary certification may be earned in biology, English, Spanish, French, German, mathematics, and comprehensive social studies. Students who are seeking recommendation for certification in Secondary English education are required to take, in addition, English 141, 243 or 244, and Drama 192. The required professional program for Early Childhood Education (N-3) includes Education 102, 201, 208, 211, 215, 322, 414. The required professional program for Elementary Education (K-6) includes Education 102, 201, 208, 212, 213, 322, and 413. Middle Schools (grades 6, 7, 8) employ both elementary and secondary certified teachers. Students in either the elementary or secondary education program can acquire guided experiences in the Middle School. Students in all programs must earn recommendation by the College for certification. All students are expected to participate in field experiences in public schools throughout the early childhood, elementary and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competence in teaching. Elective courses are offered to enrich the education sequence.

001. Freshman Seminar: The Other Side of the Past.

Some of the most exciting contemporary research in history focuses on aspects of the past that have not

been studied extensively before. This research — social history — has illuminated a dimension of human experience that has not been emphasized in more conventional history, namely, the everyday activities of ordinary people. This seminar will introduce students to sociohistorical concepts and the work of social historians through an overview of modern social history and an examination of selected specific themes and topics. An individual seminar project will give each student an opportunity to investigate one subject in some depth and to compare sociohistorical perspectives with contemporary popular literature on that subject. Topics will include, for example, the history of family life, work and leisure, crime, health and medicine, and education.

102. Seminar in Education.

Students investigate various roles and functions of the classroom teacher. Teaching behaviors are identified and evaluated with the aid of readings in selected professional literature. Students are expected to develop skills in stating objectives for learning in terms of competencies. Students are required to devote one-half day a week as a teacher aide in the public schools. Not open to first-term freshmen.

191. Approach to Creative Dramatics.

A course designed for experimentation with the techniques used in nonscripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of the ideas through classroom experiments. (Enrollment limited to students not engaged in student teaching.)

201. The Expressive Arts in Education.

The course consists of experiences in art, music and children's literature designed to increase the student's repertoire of methods and materials used in teaching the expressive arts. Students will explore instructional processes and create original products. Emphasis is on the integration of the arts with total early childhood and elementary curricula. No field placement required. Prerequisite: Education 102.

208. Communication Skills in Education.

Interrelationships among listening, speaking, writ-

ing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum, and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. Prerequisite: Education 102.

210. Group Independent Study in Special Education.

Students will be placed in a variety of settings where they will have supervised field experiences in the education and management of exceptional children. Opportunities will be available to work with children with learning disabilities, the mentally retarded, emotionally disturbed, physically handicapped, gifted, blind, deaf and multiply-handicapped. The field experiences will be augmented by appropriate reading assignments, the maintenance of a journal, and group meetings for the purpose of surveying the field of Special Education. Prerequisite: Education 102.

211. Early Childhood Curriculum.

Students will engage in seminars, accompanied by field experiences in early childhood education, N-3. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, will be tested and evaluated through a variety of experiences including microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. Prerequisite: Education 102, 208.

212. Elementary School Curriculum.

Students will engage in seminars, accompanied by experiences in the field, and will examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) will be explored in the larger context of the development

of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings will be tested and evaluated through a variety of experiences — micro-teaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. Prerequisite: Education 102, 208.

213. The Elementary School Child.

Opportunity is provided for systematic study of the characteristics of the five- to twelve-year-old child, in terms of his intellectual, social and emotional growth and development.

Students gain experience in the administration, scoring and interpretation of a variety of tests and measurements, and learn how to construct their own informal assessment and evaluation instruments. Through readings, discussion and problem-solving activities, students gain competencies and explore alternative strategies for dealing with: classroom management and discipline, effective uses of time and space, meeting the needs of the exceptional child in the regular classroom, and the methods for evaluating and recording individual progress in the informal classroom. A one-half day per week field experience is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

215. The Young Child.

The course is structured with emphasis on child development from the pre-natal stages to age eight and includes knowledge of past and current research in the areas of physical, intellectual, social and emotional growth. Educational and social philosophy is stressed for the purpose of establishing objectives. Research and readings emphasize immediate and long range goals for programs nationally and internationally. In addition to classroom experience, students will gain competencies by observing infants and toddlers, participating in conferences with parents and planning programs for the entire age range, plus competency in the area of critical evaluation of tests and methods.

A one-half day per week field experience is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

222. Principles of Secondary Education.

Students analyze the role of the American high school — urban and suburban: goals of its total curriculum and academic disciplines, their structure and modes of inquiry; the adolescent, his characteristics and needs. Students also practice defining appropriate behavioral educational goals for high school pupils. Further skill in the analysis of verbal and non-verbal classroom interaction is developed. The role of reading in the secondary curriculum is investigated. Students spend one-half day per week in secondary schools in cooperation with experienced Pittsburgh teachers. Prerequisite: Education 102.

321. Teaching Methods for the Secondary Level.

Students practice effective teaching behavior and techniques for individualization of instruction. Motivation, evaluation of individual goal achievement stated in behavioral terms, and routine school activities are investigated. Video tape recordings assist in self-evaluation of teaching behavior plus the use of interaction analysis instruments. Observation and practical experiences in working in actual classrooms are continued. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Prerequisite: Education 102.

322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. (See also Black Studies.)

413. Elementary Student Teaching.

Students plan sequential observations and teach at

the elementary school level under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 course units.

414. Early Childhood Student Teaching.

Students plan sequential observations and teach at the early childhood level under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 course units.

423. Secondary Student Teaching.

Students plan sequential observation and teach on the secondary level. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, college supervisor, and the academic major professor. Prerequisite: Permission of the Department Chairman. 2 course units.

501, 500, 502. Independent Study.

603-604. Tutorial.

English

Major Requirements:

12 courses including the following: the tutorial; three courses in historical periods before 1900 (i.e., 210, 211, 213, 214, 216); Shakespeare; an upper-level course in expository writing (i.e., 103). English 102 does not count toward the major.

Interdepartmental Major Requirements:

8 courses exclusive of the tutorial, including English 103 (Expository Writing II), English 222 (Shakespeare Survey), *three* courses which cover materials in *differ-*

ent historical periods before 1900, and three electives. *One of the courses taken should be on the 300 level.* The tutorial must consider a significant literary problem or question and demonstrate the relationship between English and the other subject in the major.

Minor Requirements:

6 courses including English 103 (Expository Writing II), English 222 (Shakespeare Survey), and at least two courses which cover materials in different historical periods before 1900.

003. Freshman Seminar: The Other Side of Literature.

The seminar will examine critically the labels "popular" and "elitist" in terms of literary purpose, audience, and content. Using English medieval drama, bawdy tales, and Elizabethan theatre, the course will study the forms which were designed for popular watching or hearing in their day but often are branded elitist in ours. With the nineteenth and twentieth centuries, the seminar will consider such aspects as the reading public, mass markets, the "best seller" escapist genres, and critical theories of popular literature.

102. Expository Writing I.

A practical course for students who need to improve their skills in grammar and usage, in digesting and arranging ideas, in marshalling suitable evidence, in illustrating a point, in composing distinct paragraphs, and in commanding various appropriate means of reaching an intended audience.

103. Expository Writing II.

A continuation of Expository Writing I, a practical course extending work with the structures of essay forms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed Expository Writing I or who command the basic skills it covers.)

110. Content and Form.

Although the specific literary topic of the course changes from semester to semester, the aims remain the same: close reading; study of the elements of poetry, fiction, and drama, with emphasis upon the interrelationships of content and form; and introduction to critical approaches and to bibliographic

methods and procedures culminating in the writing of a research paper. Open to freshmen and sophomores; recommended for all students contemplating an English major.

141. An Introduction to Descriptive Linguistics.

Descriptive linguistics aims to provide an understanding of language by analyzing language in its various uses. The course provides an introduction to the scientific study of language, analyzing and describing systems of sound, of syntax and of meaning. It deals primarily with contemporary American English, though data from other languages with different structures are also examined to provide perspective. The study of linguistics is valuable to students of the behavioral sciences and of languages and literatures, as well as to students preparing for elementary or secondary school teaching. Prerequisite: A basic knowledge of at least one other language, such as might be acquired by three or four years of study in high school or two in college or permission of the instructor.

184. Study of Black American Writers.

An analysis of works, significant in historical or literary terms, by major Black writers of the 19th and 20th centuries. The readings will reflect the works of outstanding Black writers in all genres: poetry, drama, autobiography, the novel, and the essay. (See also Black Studies.)

210. Early British Literature.

A study of major Anglo-Saxon and Medieval English literature in translation, including the epic, courtly romance, fable, allegory, and cycle drama.

211. Renaissance Literature.

A study of Elizabethan humanism, cosmology, and aesthetics with emphasis on the writings of Sidney, Spenser, Marlowe, Donne, Milton, and others.

213. Eighteenth-Century English Literature.

Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose and drama of the seventeenth and eighteenth centuries.

214. Nineteenth-Century English Literature.

A study of works representative of important cul-

tural developments in England from romanticism to realism and the Art for Art's Sake movement. Keats, Browning, FitzGerald, Dickens, E. Brontë, Hardy, Arnold, and Wilde.

215. Twentieth-Century Literature.

A study of major British and American writers from World War I to the present; including Eliot, Joyce, Woolf, Yeats, Faulkner, Stevens, and Bellow.

216. Major American Writers I.

A study of cultural and literary developments in America, culminating with the American Renaissance.

217. Major American Writers II.

A continuation of English 216, with emphasis on such figures as Whitman, Dickinson, Twain, James, Faulkner, and Frost.

221. Chaucer.

A close study in Middle English of the *Canterbury Tales*, *Troilus and Criseyde*, and the shorter poems, with attention to the form, content, language, and cultural background. Prerequisite: English 210 or permission of the instructor.

222. Shakespeare Survey.

A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art.

230. Eighteenth-Century English Novel.

A study of the antecedents of the novel and its development as a literary form in the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen.

231. Nineteenth-Century English Poets.

A study of the major works by the chief poets of the Romantic and Victorian eras.

232. Nineteenth-Century English Novel.

A study of major nineteenth century English novels both as art and as reflection of the Victorian age.

235. The Nature of Tragedy.

An exploration of tragedy as a literary mode, as an informing spirit, and as a philosophical problem. The course focuses on critical definitions of tragedy from

Aristotle to the present and includes a study of representative Greek and Elizabethan tragedy, domestic tragedy, and tragic fiction.

236. The Nature of Comedy.

An exploration of comedy as a literary mode, as an informing spirit, and as a philosophical problem. The course will consider the practice of comedy in all literary genres and theories of comic composition. Among the writers discussed will be Aristophanes, Boccaccio, Cervantes, Shakespeare, Moliere, Wilde, and Shaw, as well as theoretical writings by such critics as Bergson, Aristotle, Langer, and Frye.

240. Classicism, Romanticism, and Realism.

A study of three major attitudes toward art and life through analysis of Greek drama and comparative European literature and painting of the eighteenth, nineteenth, and twentieth centuries.

243, 244. Imaginative Writing I, II.

A student in this course is expected to present a selection of her work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Reading concentrates on contemporary prose and verse. Fall Term will concentrate on the composition of prose fiction; the Spring Term will concentrate on the composition of poetry.

288. Female Writers of the African Diaspora.

A study of common themes in the poetry, short stories, and novels of selected African, Caribbean, South American, and Africa-American female writers.

321. Milton and the Metaphysicals.

A study of the major works of Milton, Donne, and lesser-known metaphysical poets of seventeenth-century England.

322. Special Topics: Thomas Hardy.

A study of the major novels and poems of Thomas Hardy. Open to those students who have already taken English 214 or 232.

338. Principles of Literary Criticism.

A course designed to extend critical abilities and to heighten appreciation of literature and of the art of criticism, by the study of literary theory and critical methods, and by the application of critical principles.

501, 500, 502. Independent Study.

603-604. Tutorial.

A two-semester investigation of a significant literary problem.

History

Major Requirements:

12 courses including History 101-102, at least two courses in United States History, at least two courses in European History beyond History 101-102 and the tutorial. It is also required that students majoring in history take at least four history courses at the level of 200 or above exclusive of the tutorial.

Interdepartmental Major Requirements:

A minimum of eight history courses including History 101-102, plus a tutorial with some historical dimension. Four of these courses, excluding the tutorial, must be at the 200 level or above.

Minor Requirements:

A minimum of six history courses including History 101-102 or 151-152. Two of these courses must be at the 200 level or above.

Corollary Requirements:

Students majoring in history are required to take at least five courses in either one of two corollary tracks:

Humanities: These courses will include at least one course chosen from Art 133 or 134; at least one course chosen from Philosophy 223, 224, 225 or 226; and at least one course in the English Department at the level of 200 or above.

Social Relations: These courses will include at least one course chosen from Political Science 211 or Sociology 207; and at least one course each in Economics, Political Science, Psychology and Sociology/Anthropology.

Modification of this corollary track requirement may be made in the case of students who transfer into the college after the freshman year.

History 006. Freshman Seminar: Historical Background of Contemporary Problems.

The purpose of this course is to acquaint the student with the historical background of some of the most

burning issues of the day. They have been chosen to highlight contemporary crises, but also to give an insight into how the historian living in today's world looks at the past ideologies seeking in them an understanding of the forces and issues which have led to our current predicaments. Major topics include modern ideologies and political systems, colonization and decolonization, the problem of nationalism, and man and his resources.

101. The History of Western Civilization to 1648.

The ethics and organization of European life from its Judaeo-Christian and Graeco-Roman roots up to the early modern period. The cultural heritage of Mediterranean Antiquity, the Christian and Islamic Middle Ages, the Renaissance, and the Reformation will be studied in conjunction with an examination of their political, social, and economic structures.

102. The History of Western Civilization Since 1600.

A survey of the various aspects of Europe's transformation from feudal agrarian and simple commercial life into advanced industrial capitalism, and from traditional hierarchies to present forms of centralized bureaucratic government. The course will also examine the contributions of science, technology, and the arts.

130. British Architecture and Related Social History.

The purpose of this course is to examine the evolution of British architecture from the earliest times until the present, and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter.

132. The Constitutional and Legal History of England.

This course focuses upon the medieval and early modern origins of English constitutional and legal institutions and practices prior to 1776. English experience and precedent provide the origins of American concepts of law and citizen rights under law, as well as our legal and governing institutions.

138. The Roles and Status of Women in Historical Perspective.

The status of women in America today is the product of several thousand years of accumulated attitudes and conditioning. This course traces the roots of many

modern myths and assumptions unfavorable to women. Attitudes held toward women and by women are considered, including evidence of resistance to subordinate status.

139. The Roles and Status of Women in Contemporary Society.

The course examines the status of women during the current decade including changes which are taking place in the various roles which women play in our society. The impact of the feminist movement and other dynamic forces for change is considered, as well as those influences which work toward resistance to change. Topics include socialization and education, psychoanalysis, employment opportunities and pitfalls, marriage and divorce, equal rights and the law, the Black woman, the male experience, rape and other forms of abuse.

141. The History of Russia.

A study of the origins of the Russian state and nation, the rise of Muscovy, and the emergence and transformation of the Russian Empire to the end of the nineteenth century. In addition to a discussion of politics and society, the course will examine Russia's rich cultural, intellectual and literary heritage with an emphasis on the formation of a revolutionary intelligentsia.

142. History of the Soviet Union.

The course will examine the origins and significance of the Bolshevik revolution, the role of Stalin and his successors in the transformation of the Soviet state, the Cold War and "detente," the prospects for a nuclear arms limitation treaty, and the issues raised by the Russian dissidents.

143. Introduction to Asian Civilization.

After a survey of the peoples and languages of India, China, and Japan, the following topics are taken up for comparative study: classical literature, the family system, the reaction to Western civilization, and communism.

150. Popular Culture and the Media, 1900-1950.

The course examines two areas of popular culture, pulp magazines and radio serials, during the first half of the twentieth century. Questions such as how these

two media compare to other popular cultural forms, how they play upon the "psychology of continuity," and how they were received by contemporary audiences will be considered.

151. United States History, 1600-1865.

The course aims to establish a fundamental knowledge of United States history from the time of European incursion to the Civil War. The parameters and patterns of colonial life, the background and causes of the American Revolution, the establishment of the new nation, the nature of Jacksonian politics and society, and the sectional differences that resulted in the Civil War will be examined.

152. United States History Since the Civil War.

This course attempts to develop an understanding of the forces which have shaped modern America. Beginning with Reconstruction, the course moves on to an examination of the changes wrought by the social forces of industrialization, urbanization and immigration, and the responses to those changes as expressed by groups such as the Populists and the Progressives. This course will trace the origins of the general Welfare State and the United States as a world power. Readings will include a textbook and a set of primary documents.

155. The West: Myth and Reality.

Covering Indians, fur traders, miners, cattlemen, women, and foreign travelers, this course explores both the development of the American West and the mythology which surrounded that development. The course examines the role played by the frontier in shaping national character; differences between "East" and "West"; and the portrayal of the West in art, literature, and cinema.

156. Women in United States History 1890-1945.

The course examines the place of women in U. S. life in the urban-industrial era; the manner in which women then perceived themselves; and the positions assigned them by a society experiencing great social change. Some of the topics to be considered include women and war, women as immigrants, working class women, women's education, and women as reformers. Readings will be drawn from primary ma-

terials such as travel accounts, College archives, and popular media. Students are required to develop evaluative and research skills.

161. Fifties, Sixties and Seventies: Post World War II America.

Concentrating on the last three decades, the course examines the reformulation of American goals, and alteration of American life in the post-World War II era. The Cold War, the Civil Rights Movement, Vietnam, ecology and the Women's Movement will be highlighted. Special attention will be paid to cultural developments such as television.

187. Afro-American History.

Survey of the saga of Afro-Americans from West Africa through slavery to emancipation in the United States. The course will examine some of the major political, social, and economic developments of the Black American in American civilization.

205. Ancient Greece.

The course will follow the development of Greek civilization from the Minoan Age to the Third Century B.C. The following will be considered: The Minoan and Mycenaean civilization, the Persian Wars and Herodotus' history of them, the emergence of the city-state and its flowering in Periclean Athens, the Peloponnesian Wars and Thucydides' history of them, and the rise of Alexander the Great and the Hellenistic World. Special emphasis will be placed upon the philosophical, artistic and literary contributions of Hellenic civilization.

211. Medieval History.

A survey of western civilization from the fall of Rome to the High Middle Ages. The course will examine the origins and nature of feudal society in Europe, the process of urbanization, the rise of medieval thought, culture, and architecture. The course will also discuss the parallel significance of the rise of Islam and the legacy of Byzantine Europe.

212. The Renaissance and the Reformation.

An examination of the ways in which the traditions of Western Humanism, the development of a Renaissance style, and the secularization of politics and society contributed to the formative stages of the mod-

ern world. The course will then proceed to analyze the relationship between Renaissance thought and the Protestant Reformation with special emphasis on the issues of religion and politics.

216. The Age of Reason and Enlightenment.

A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course.

220. Vienna: Finale and Prelude.

The course focuses upon a number of seminal thinkers and artists who lived and created in turn-of-the-century Vienna; their works posed questions and problems which have had a continuing impact on twentieth century thought and culture. It will explore the thought and creative contributions of individuals such as Freud, Wittgenstein, Mahler, Schönberg and Klimt, with a view towards examining the interaction between culture and society.

221. Europe in the Nineteenth Century.

After a brief overview of the Ancien Regime, the course examines the two great revolutions which reshaped European society and politics in the nineteenth century, the French Revolution and the Industrial Revolution. Topics to be considered will range from the impact of these revolutions on the daily lives of Europeans to the gradual transformation of the parameters of European thought and culture.

222. Europe in the Twentieth Century.

The impact of World War I upon Europe, the crisis of democracy and the rise of totalitarian ideologies in the interwar period, and the decline of European influence in the world after the Second World War provide the focal points of the course. It will then explore the slow resurgence of Europe, prospects for European unity and revived European influence in international relations as a "third force."

223. Germany and the Rise of Hitler.

After surveying the formative traditions which influenced the evolution of modern Germany, the course

explores the events leading to German unification in 1871, flaws in the political and socio-economic structure of the Second Reich, and the impact of World War I. The troubled Weimar Republic sets the stage for Hitler's rise to power, the destruction which he unleashed on European Jewry and the world at large, and the eventual re-division of Germany.

230. Art History Field Trip: Greece.

An extensive tour during Interim of major sites and museums in Greece. In consultation with the instructor during Fall Term, each student will assemble a bibliography and prepare a report on an important topic to be presented on the site.

253. Puritans in Old and New England: The Moral Athletes.

The Puritan faith is at the heart of Anglo-American experience in the early modern period. This course examines their beliefs and the dynamic impact of these beliefs upon their lives. Emphasis will be placed upon social history, with use of contemporary sources, biographies and literature.

254. History of the American Revolution, 1763-1787.

This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events.

256. The American Experience of the Second World War.

The course focuses upon the impact of World War II upon American life of the 1940's, the manner in which total war altered attitudes and modified institutions. Topics include the psychological ramifications of war and the economic repercussions of the war effort. Special attention is paid to women, family, children and marriage. In order to understand more fully the war as it was perceived at the time, readings will be confined to primary materials. In addition, students will examine how the war was portrayed in movies, radio, and comic strips.

257. American Cultural History: Puritans to Abolitionists.

This course traces the evolution of American culture from the Puritans to the Abolitionists. It focuses upon Puritanism, Quakerism, the evolution of a "revolutionary mentality," the Enlightenment, religious revivalism, Transcendentalism, and the reform movements of the Jacksonian period, especially abolitionism. The effort to develop a distinctive "American" culture will be highlighted.

258. American Cultural History: The Industrial Age to the Plastic Age.

The course focuses upon post-Civil War cultural developments including Black self-discovery, acculturation, Social Darwinism, the emerging "materialist ethic," feminine ideology, and the displacement of the genteel tradition by the mass media. The role played by social inequality, increased reliance upon institutions as cultural agents, and technology in the shaping of cultural attitudes will be analyzed.

259. America: The View from the Outside.

The course will examine American events from a non-American perspective. Its purpose is to puncture the "Americancentricity" of United States history, to broaden understanding of the American past by seeing it "from the outside," and to explore the feasibility of approaching national history from an international perspective. Readings will include travel accounts and studies of American repatriates.

501, 500, 502. Independent Study.

603-604. Tutorial.

Mathematics

Major Requirements:

12 courses in mathematics, including the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Vocational goals, plans for graduate study, or teacher certification requirements should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and

universities in the area under the cross-registration program.

Courses in related subject matter are recommended: e.g., logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

Placement in Mathematics Courses: Because of the sequential nature of mathematics and the dependence on prerequisite skills, initial placement in introductory courses is an important concern. Placement surveys and interviews will be scheduled prior to the beginning of each term to assist students in their enrollment plans.

Interdepartmental Major Requirements:

An interdepartmental major combining courses in mathematics with courses in another department or program is arranged by a student in consultation with the student's adviser and the chairs of the departments concerned. Normally an interdepartmental major involves satisfactory completion of eight courses in mathematics, eight courses in the second department, and a tutorial which integrates the subject matter of the two departments. The selection of courses depends on the goals of the student and the expectations of the departments being combined. The courses in mathematics must include the sequence 101-102 and 221 or the sequence 107-108 and 221, as well as at least one 300-level course in mathematics. The proposed plan for an interdepartmental major is made formal in a memo signed by the student, the adviser, and the chairs of each department and filed with the Registrar.

101. Elementary Calculus, Physics, Applications I.

Principles of measurement and data analysis. Coordinate systems. Formulation of mathematical models with examples drawn from physics, economics, biology, and psychology. Introduction to relations, functions, and vector calculus. Introduction to computer programming. Differentiation. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Two years of college preparatory mathematics and Mathematics 106 or equivalent.

102. Elementary Calculus, Physics, Applications II.

Development of Newtonian theory of motion. Application of differentiation, anti-differentiation, and integration to the solution of derivative equations and other problems arising in physics, economics, biology, and psychology. Selected topics in the history and philosophy of science and mathematics. Mathematics of growth and decline. Approximation techniques, Taylor polynomials. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 101 or equivalent.

105. Introduction to Modern Mathematics.

History and logical development of the real and complex number systems. Concepts of set theory. Geometric transformations. Introduction to the computer. Comparison and inequality, measurement and approximation. Equations and inequations, introduction to relations and functions. Coordinate geometry and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: Two years of college preparatory mathematics.

106. Numbers, Functions, and Graphs.

Measurement and approximation. Coordinate systems. Relations and functions. Introduction to the computer. Review of essential skills in geometry and algebra. Emphasis on analysis and solution of statement problems. Examples drawn from chemistry, biology, economics, physics, and management. Prerequisite: Two years of college preparatory mathematics.

107. Models, Decisions, and Calculus I.

Formulation of mathematical models for the solution of problems in economics and management. Introduction to the computer. Functions, matrix theory including linear programming, sequences and series used in finance. Introduction to differential calculus. Prerequisite: Two years of college preparatory mathematics and Mathematics 106 or equivalent.

108. Models, Decisions, and Calculus II.

Differential and integral calculus with applications to problems in economics and management. Decision-making techniques. Probability theory. Gathering and organizing information. Curve fitting

techniques. Prerequisite: Mathematics 107 or equivalent. It is recommended that Mathematics 110 be taken previously or concurrently.

110. Elementary Statistics.

Statistical measures and distributions. Decision-making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: Two years of college preparatory mathematics.

115, 116. Problem Seminar.

Participants meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. $\frac{1}{2}$ course.

130. The Use of Mathematics for Personal Finance Decisions.

A mathematical approach to the planning and management of personal finances. Topics will include mortgages, real estate, personal income tax, consumer credit, insurance, and investments. (Knowledge of these topics will not be assumed.) The use of mathematics as an aid in the decision-making process will be emphasized.

160. Conceptual Foundations of Modern Astronomy.

Astronomy viewed as intellectual history. Development of astronomy to its contemporary state. Examination of evolution of astronomical concepts and views of the cosmos. Astronomy as exemplification of certain theories in the philosophy of science. Some contemporary astronomical concepts placed in historical and philosophical perspective.

212. Probability Theory and Applications.

Elements of probability theory, sample spaces, probability measures, probability functions, random variables, discrete and continuous distributions, regression analysis. Applications to statistical analysis and probabilistic models. Prerequisite: Mathematics 102 or 108 or equivalent.

217, 218. Mathematics Seminar.

A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. $\frac{1}{2}$ course.

221. Linear Algebra.

Finite dimensional vector spaces; geometry of \mathbb{R}^n ; linear functions; systems of linear equations; theory of matrices and determinants. Prerequisite: Mathematics 102 or 108 or equivalent.

222. Intermediate Analysis.

An introduction to multivariate calculus using vector spaces; partial differentiation and multiple integration; calculus of vector functions; applications to extremum problems and differential equations. Prerequisite: Mathematics 221 or equivalent.

251. Physics I.

Integrated lecture and laboratory course directed both to formulation of concepts of modern physics and to development of increasing proficiency in scientific method and problem-solving skills. Emphasis both on developing mathematical tools and on the foundations of physics and the dependence of physical concepts on these foundations. Topics: Multidimensional particle kinematics and dynamics, linear and angular conservation laws, linear and rotational rigid body dynamics, and a brief introduction to thermodynamics and sound as time permits. Three lecture periods and one self-scheduled laboratory per week. Prerequisite: Mathematics 102 or 108, or equivalent.

252. Physics II.

Application of the mathematical and conceptual tools developed in Physics I to theories of gravitation, electricity, and magnetism. Atomic and nuclear theory as time permits. Three lecture periods and one self-scheduled laboratory per week. Prerequisite: Mathematics 251 or equivalent.

255. History and Philosophy of Mathematics.

Historical development of mathematical concepts and theories. Investigation of the nature of mathe-

matical thought. Prerequisite: Mathematics 101 or 107 or equivalent.

261. Computer-Based Numerical Techniques and Mathematical Models.

Mathematical models of systems from the natural and social sciences. Numerical techniques for solution of mathematical equations or systems. Computer programming. Prerequisite: Mathematics 102 or 108 or equivalent.

327. Advanced Analysis I.

Foundations for abstract analysis, development of computational skills needed to treat many applications. Sequences, series, limits, continuity, differentiation, Riemann integration, differential equations, improper integrals. Prerequisite: Mathematics 222 or equivalent.

328. Advanced Analysis II.

Continuation of Mathematics 327: topology of \mathbb{R}^n , vector calculus, multiple integrals, line integrals, differential equations, introduction to functions of a complex variable. Prerequisite: Mathematics 327.

341. Abstract Algebra I.

Introduction to elements of modern abstract algebra including rings, groups, and fields. Prerequisite: Mathematics 221 or equivalent.

342. Abstract Algebra II.

Advanced treatment of linear algebra with application to geometry. Prerequisite: Mathematics 241.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Modern Languages

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

Major Requirements in French:

12 courses in French including the tutorial. Freshman seminars, French 101, 102, 107, 127, 191, 203, and 204 are not considered part of the major. The following

nine courses are required of majors: French 205, 207 or 208, and 219; Prose I or Poetry I, Poetry II; Prose II and Prose III; Theatre I and II. French majors in the education sequence are advised to take French 205 and 219 before the senior year. Students may exempt or replace one or more of these course requirements by permission of the department.

Major Requirements in German:

10 courses in German including the tutorial. German 101, 102 are not considered part of the major.

Major Requirements in Spanish:

10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major.

Interdepartmental Major Requirements:

8 course units in one language, at least six of which must be at the 200 level or above.

Minor Requirements:

Minors are available in German, French, Russian, and Spanish. The minimum requirements are six course units beyond the 100 level, at least two of which must be in literature courses in the appropriate language. A student may earn exemption from a maximum of two of the six units required by appropriate achievement on the proficiency examination administered when the student first enters Chatham. Minor language programs are normally designed in consultation with a member of the department.

French

001. Freshman Seminar: Feminism and Existentialism.

A study of woman and of woman's situation according to the Paris school of existentialism. The course will comprise extensive study of the works of Simone de Beauvoir, including *The Second Sex* and *The Blood of Others*, an introduction to the philosophy of Jean-Paul Sartre, and readings and discussion from other feminist writings. Previous study of French not necessary. Given in English.

101. Elementary French I.

An introduction to understanding, speaking, reading and writing.

102. Elementary French II.

Continuation of French 101. Prerequisite: French 101 or departmental placement.

107. Introductory Reading Course in French.

For the student who has had no previous experience with French, who is not interested in the oral-aural aspects of the language but wishes to acquire a reading skill for use as a research tool, for general culture, for personal satisfaction and pleasure. An intensive course stressing basic grammar and vocabulary, sight and assigned translation, graded readings, word study, and use of the dictionary. May also serve the student whose grammar, vocabulary, and reading facility have grown stale through non-use.

111. Modern French Readings.

Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the nineteenth-century Romantics, Realists, Naturalists and of the leading authors and intellectual movements of the twentieth century. May not be substituted for Prose III. Prerequisite: French 204 or departmental placement.

127. French Literature in Translation: Evil and Madness in the Age of Reason.

A study of French works of the eighteenth century which show the fascination with evil deviants, the occult, and the irrational in a century renowned for enlightenment. Readings from Cazotte, Diderot, the Marquis de Sade, and Laclos, among others, will be included. Given in English. Not considered part of French major.

130. French Language and Culture.

The program entails travel to France or to a French-speaking country. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theatre productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account (following pre-determined outline) of the student's observations and experiences will be submitted upon her return to Chatham College, and it will be corrected and rewritten.

en under the guidance of her French instructor. The program is especially recommended for a student's first experience abroad; the more experienced student may want to take advantage of a recognized established Interim program abroad. Prerequisite: Permission of the instructor. Pass/Fail.

40. Paris: The Study of a City.

A study of Paris as the ever-prevailing center of French culture and civilization: its role in French life and history; its growth and development; its political, economic, and artistic importance; city-planning and 20th-century urban problems; decentralization. Profiles of the city: its inhabitants, its geography, architecture, museums, schools, theatres, parks, restaurants; its municipal government, transportation, industries, commerce, tourism. Teaching materials: slides, brochures, maps, newspapers, illustrated books and magazines. Individual research explorations. May apply to French major and may replace French Civilization. Given in English. Students taking the course for major credit required to do outside readings and reports in French.

50. Cherchez la Femme.

An analysis of the myths and stereotypes characterizing and determining the various roles of women in French literature from the sixteenth to the nineteenth centuries. Selections from Molière, Stendhal, Flaubert, and Zola will be included. All readings and class sessions in English. This course is not considered part of the French major.

91. The French Art Song.

A study of the history, development, and repertory of the nineteenth and early twentieth centuries of the "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Prerequisite: One year of French. Pass/Fail.

103. Intermediate French I.

A review of basic French grammar and an expansion of French vocabulary. Readings in aspects of French civilization. Practice in speaking and writing. Prerequisite: French 102 or departmental placement.

204. Intermediate French II.

A continuation of French 203. Prerequisite: French 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written French, emphasizing grammar and style. Translation from English texts and free composition. Prerequisite: French 204 or departmental placement.

207. Conversation.

Conversation, discussion, and debates on topics of timely interest, reinforced by short written resumes, stressing accuracy of expression and using a practical, up-to-date vocabulary. Prerequisite: French 204 or departmental placement.

208. Conversation.

Class discussion based on selected writings, accompanied by oral and written reports, may serve as introduction to advanced courses in French literature. Prerequisite: French 204 or departmental placement.

212. Prose I. Writers from 1500-1700.

A study of selected prose writings of the major literary figures of the 16th and 17th centuries, including novels, essays, letters, memoirs, and works of moral persuasion. Prerequisite: French 207, 208, or departmental placement.

213. Prose II. Writers from 1700-1850.

A study of selected prose writings of the major literary figures of the 18th and 19th centuries, including novels, *contes*, *lettres philosophiques* and dramatic theory. Prerequisite: French 207, 208, or departmental placement.

214. Prose III. Writers from 1850-1950.

An examination of the major literary movements of the mid-nineteenth and twentieth centuries, including representative novelists, short story writers, and theoreticians. Prerequisite: French 207, 208, or departmental placement.

215. Poetry I. Poetry from Villon to Baudelaire.

The history and development of French poetry from the Renaissance to the Romantic era. Prerequisite: French 207, 208, or departmental placement.

216. Poetry II. Poetry from Baudelaire to Apollinaire.

Detailed study of representative poems from *Les Fleurs du Mal*, the Parnassian and Symbolist poets, and early 20th century notables. Prerequisite: French 207, 208, or departmental placement.

217. Theatre I.

Theatre from the Middle Ages to 1700.

The history and development of the French theatre from its beginning to the end of the 17th century, with emphasis on selected plays of Corneille, Racine, and Molière. Prerequisite: French 207, 208, or departmental placement.

218. Theatre II.

Theatre from 1750-1950.

A comprehensive study of the nineteenth century theatre and its transformation and development into the present-day "theatre of the absurd." Readings range from the revolutionary *Préface de Cromwell* and *Hernani* of Hugo through *Ubu Roi* of Jarry to a major representative work of Beckett and Ionesco. Other dramatists such as Musset, Becque, Giraudoux, Anouilh, Sartre, and Camus will be treated. Prerequisite: French 207, 208, or departmental placement.

219. French Civilization.

The cultural heritage of France: the interrelation of its customs, institutions, arts, and letters. Prerequisite: French 207 or departmental placement.

221. Seminar: Explication de Texte.

A study of the French method of literary analysis. Oral and written presentations based on prose and poetry selections from the sixteenth century to the present time. Recommended for majors. Prerequisite: French 208 or departmental placement.

222. Seminar: French Literary Criticism.

A study of major French authors as seen by French literary critics from Stendhal to the members of "la nouvelle critique" of the present day. Prerequisite: French 208 or departmental placement.

223. Seminar: Special Topics in French.

The investigation of important aspects of the French language not usually dealt with in literature courses,

such as Old French, phonetics, prosody, etymology, slang, stylistics, problems of translation, technical French, "franglais," and other current phenomena. Prerequisite: French 207 or 208 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

German

101. Elementary German I.

An introduction to understanding, speaking, reading, and writing German. As part of a new language learning experiment, German 101 will meet for ten scheduled class hours weekly, in addition to two hours weekly in the language laboratory. No homework assignments or other outside preparation will be required.

102. Elementary German II.

Continuation of German 101. Prerequisite: German 101 or departmental placement.

203. Intermediate German I.

A review of basic German grammar and an expansion of German vocabulary. Readings in aspects of German civilization. Practice in speaking and writing. Prerequisite: German 102 or departmental placement.

204. Intermediate German II.

A continuation of German 203. Prerequisite: German 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 204 or departmental placement.

211, 212. Survey of German Literature.

An introduction to the development of German literature from the Old High German period to the present. 211: from the 9th to the 19th century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. 212: the 19th and 20th centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; dis-

ussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 204 or departmental placement.

215. German Civilization.

The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and letters. Prerequisite: German 204 or departmental placement.

245. The Classical Period.

An introduction to the historical and cultural context of German Classicism. Reading of representative works of Lessing, Goethe, Schiller and Hölderlin. Prerequisite: German 211 and 212, or departmental placement.

250. German Romanticism.

A study of the Romantic Movement in Germany with particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 211 and 212 or departmental placement.

255. Modern German Literature.

A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Böll. Prerequisite: German 211 and 212 or departmental placement.

260. Seminar.

Studies in particular areas of German literature, language, and culture. Prerequisite: Two courses beyond German 204 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

Russian

201. Freshman Seminar: Russian Literature: The Literature of Involvement.

The purpose of this seminar is to explore some historical, social, political, artistic, and cultural issues within the context of Russian literary masterpieces. Such works as Dostoevsky's *Notes from Underground*, Turgenev's *Fathers and Sons*, and Solzhenitsyn's *Cancer Ward* will be read and analyzed in terms of reflection of and reaction to social and political reality.

101. Elementary Russian I.

An introduction to understanding, speaking, reading, and writing Russian.

102. Elementary Russian II.

Continuation of Russian I. Prerequisite: Russian 101 or departmental placement.

203. Intermediate Russian I.

A review of basic Russian grammar and an expansion of Russian vocabulary. Readings in aspects of Russian civilization. Practice in speaking and writing. Prerequisite: Russian 102 or departmental placement.

204. Intermediate Russian II.

A continuation of Russian 103. Prerequisite: Russian 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 204 or departmental placement.

207. Conversation.

An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 204 or departmental placement.

211, 212. Survey of Russian Literature.

An introduction to the literature of the nineteenth and twentieth centuries. 211: Pushkin through Chekov, the Golden Age, the great realistic novelists, the short story. 212: Gorki through Yevtoushenko — fifty years of Soviet literature. Lectures and discussions of the texts and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 204 or departmental placement.

226. Russian Masterpieces in Translation.

Representative works of the great Russian writers of the twentieth century, including Chekov, Pasternak, Solzhenitsyn, Gladkov, and prose writings of the Symbolist movement.

227. Dostoevsky in Translation.

A comprehensive study of Dostoevsky's works

beginning with his first novel *The Poor Folk* and culminating in *The Brothers Karamazov*. The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment*, *The Idiot* and *The Possessed*.

228. Solzhenitsyn in Translation.

A study of Solzhenitsyn's major works against the historical and political background, beginning with *One Day in the Life of Ivan Denisovich*, and including *The First Circle*, *Cancer Ward*, and *Gulag Archipelago*.

229. Tolstoi in Translation.

A study of Tolstoi's works, beginning with his first novel, *Childhood*, and progressing to such masterpieces as *War and Peace* and *Anna Karenina*. Some of Tolstoi's philosophical and religious works will also be read and analyzed.

501, 500, 502. Independent Study.

Spanish

101. Elementary Spanish I.

An introduction to understanding, speaking, reading, and writing Spanish.

102. Elementary Spanish II.

Continuation of Spanish 101. Prerequisite: Spanish 101 or departmental placement.

130. Spanish in Mexico.

The program entails travel to Colima, Mexico, where the students will study the Spanish language and culture under the direction of their instructor, who will accompany the group. Participants will be housed at the Hacienda El Cóbano and social contact with the people of El Cóbano and the city of Colima will be emphasized. Field trips to the University of Colima (The Museum of Anthropology and History) and to the beach at Manzanillo are included, in addition to other field trips which will be planned as opportunities and funds permit. Prerequisite: Permission of the instructor.

203. Intermediate Spanish I.

A review of basic Spanish grammar and an expansion of Spanish vocabulary. Readings in aspects of Spanish

civilization. Practice in speaking and writing. Prerequisite: Spanish 102 or departmental placement.

204. Intermediate Spanish II.

A continuation of Spanish 203. Prerequisite: Spanish 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written Spanish, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Spanish 204 or departmental placement.

207, 208. Conversation.

An intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 204 or departmental placement.

209. Spanish Phonetics.

The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 204 or departmental placement.

211, 212. Introduction to Spanish Literature.

An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 204 or departmental placement.

215. Spanish Civilization.

The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 204 or departmental placement.

216. Spanish American Civilization.

The ethnic inheritance, culture, ecology, institutions, class structure, concepts of reality, and current problems in Spanish America. The influence of the Colonial period will be traced in various aspects of present day culture. Prerequisite: Spanish 204 or departmental placement.

217, 218. Spanish American Literature.

An introduction to the most significant literary works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modern

ism, and the contemporary period. Prerequisite: Spanish 212 or departmental placement.

241. Spanish Literature of the Golden Age: Drama.

The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 212 or departmental placement.

242. Spanish Literature of the Golden Age: Non-Dramatic.

Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 212 or departmental placement.

251. Spanish Literature of the Nineteenth Century.

A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 212 or departmental placement.

255. Spanish Literature of the Twentieth Century.

The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 212 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

Other Departmental Offerings

101. Elementary Italian I.

An introduction to understanding, speaking, reading, and writing Italian.

102. Elementary Italian II.

Continuation of Italian 101. Prerequisite: Italian 101 or departmental placement.

101, 102. Introduction to Latin.

An accelerated, comprehensive presentation of Latin grammar, syntax, and vocabulary, exemplified in excerpts from writers of the classical period. Latin elements in English stressed. Recommended for pre-med and pre-law students.

120. Comparative Languages.

An introduction to the linguistic formation of such languages as Latin, French, Spanish, German, and Esperanto. A minimal basic vocabulary common to all these languages and comparative grammatical structure will be studied, as well as contributions to and analogies with English. No previous foreign language experience required although some knowledge of any one foreign language would be helpful.

130. The Holocaust.

A study of the Holocaust — the murder of six million Jews by the Nazis — primarily from the perspective of imaginative literature. Emphasis on developing an understanding of the Holocaust as part of a historical continuum in which contemporary American forms of racism have their place.

141. An Introduction to Descriptive Linguistics.

Descriptive linguistics aims to provide an understanding of language by analyzing language in its various uses. The course provides an introduction to the scientific study of language, analyzing and describing systems of sound, of syntax and of meaning. It deals primarily with contemporary American English, though data from other languages with different structures are also examined to provide perspective. The study of linguistics is valuable to students of the behavioral sciences, and of languages and literatures, as well as to students preparing for elementary or secondary school teaching. Prerequisite: a basic knowledge of at least one other language, such as might be acquired by three or four years of study in high school or two in college, or departmental placement.

203. Intermediate Italian I.

A review of basic Italian grammar and an expansion of Italian vocabulary. Readings in aspects of Italian civilization. Practice in speaking and writing. Prerequisite: Italian 102 or departmental placement.

204. Intermediate Italian II.

A continuation of Italian 203. Prerequisite: Italian 203 or departmental placement.

Music

Major Requirements:

14 courses, including the tutorial. Students majoring in music are required to take Music 101, 102, 203, 204, 303, 306, 223, 224, and four courses in applied music and the tutorial.

All majors in music must demonstrate keyboard ability no later than the end of the sophomore year. Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student. For students majoring in music, four course units of applied music may be taken in the junior and senior year without fees. (See page 35, Applied Music fee.)

Interdepartmental Major Requirements:

With the permission of the Music Department, the student wishing to engage in an interdepartmental major must design a tutorial related to the field of music as well as the area of the other department. Additionally, she would be required to fulfill the requirements for a minor in music.

Minor Requirements:

If prior musical experience can be demonstrated, a student with a major in another department may minor in music. With the permission of the Music Department, the student minoring in music should successfully complete four units in Applied Music in her junior and senior years, as well as Music 223-224 and two courses from the History & Literature of Music (114, 116, 118, 119, 121).

Materials of Music

101. Materials of Music I.

A study of scales, intervals, triadic structures in progression and phrase organization correlated with development of aural, keyboard and writing skills.

102. Materials of Music II.

Extended harmonic structures, modulation, and chromatic alteration, the writing correlated with harmonic analysis and further development of aural and keyboard facility. Prerequisite: Music 101 or equivalent.

203. Materials of Music III.

Study of chromatic harmonic techniques with analysis of the styles of the important composers of the nineteenth century. Further development of aural and keyboard facility coupled with creative writing. Prerequisite: Music 102 or equivalent.

204. Materials of Music IV.

Study of contemporary techniques with analysis of the styles of the important composers of the twentieth century. Creative writing with further development of aural and keyboard facility. Prerequisite: Music 203 or equivalent.

306. Counterpoint.

Two and three-part melodic techniques in combination, chorale ornamentation, canon, invention, and elements of the fugue. Prerequisite: Music 303 or equivalent.

History and Literature of Music

001. Freshman Seminar: Popular and Art Music.

A general survey course which will examine changing musical styles within cultures, as well as societal considerations effecting those changes. A wide variety of recorded examples will be available to the students — from American Indian music to European Symphonic music, from Chicago Blues to Balinese Keyboard music. No prior musical experience is required.

111. Music of the Renaissance.

A detailed look at the music of the Renaissance period, both vocal and instrumental, secular and sacred, with emphasis on stylistic features important to later periods of music.

112. Music in the Americas.

The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture.

113. Baroque Masters: Bach and Handel.

A comprehensive view of representative and significant music of these composers and their stylistic contributions to the Baroque period.

114. Viennese Classical Music.

Study of representative works by Haydn, Mozart, t

and Beethoven encompassing the significant features of eighteenth and early nineteenth century music.

115. Opera through the Nineteenth Century.

An examination of Italian, French, and German opera from the Baroque Period through the nineteenth century, including representative works by Monteverdi, Mozart, Bizet, Verdi, and Wagner.

116. The Solo Song.

A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, German Lieder, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible.

117. Opera in the Twentieth Century.

An examination of the opera of modern times with emphasis on the contributions of American composers.

118. Music of the Nineteenth Century.

A presentation of important orchestral and choral works of the Romantic period.

119. Contemporary Music: Teaching Innovations.

The course studies the various stylistic tendencies and experimental developments in the music of the twentieth century. It examines, both philosophically and practically, the contributions of Orff, Kodály, and Suzuki to the teaching of music. Open to non-majors as well as majors.

121. Non-Western Music: The Hunters.

Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups.

122. Non-Western Music: The Musicians.

An investigation of some of the music of the Eastern Hemisphere, including Japan, Southeast Asia, China, and India. Open to non-majors.

126. Pianos, Pianists and Piano Playing.

This course involves a survey of the history and literature of the *piacoforte*. It includes a study of the design of the instrument as it evolved into the modern hammerklavier and a summary of some of the musicians who defined the performance traditions related to it.

128. Bach, Beethoven, Wagner, and Stravinsky.

An approach to the understanding of Western music through intensive discussion of the work of four major composers ranging from the Baroque Age to the present.

191. Seminar: The French Art Song.

A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Prerequisite: One year of French. Pass/Fail.

223, 224. History of Music.

The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term.

303. Form and Analysis.

An intensive examination of music from a wide range of periods and styles. Consideration of relationships of harmony, instrumentation, and melody to the work's form, as well as how outstanding composers have or have not fulfilled the standard definitions of sonata, rondo, fugue, variation, and other forms. Prerequisite: Music 204 or equivalent.

Applied Music

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one hour lesson per week plus a minimum of eight hours practice per week. A ½ course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. Voice.

Sec. A ½ course. Sec. B 1 course.

133, 134. Piano.

Sec. A ½ course. Sec. B 1 course.

135, 136. Organ.

Sec. A ½ course. Sec. B 1 course.

137, 138. Violin.

Sec. A ½ course. Sec. B 1 course.

141, 142. Viola.

Sec. A ½ course. Sec. B 1 course.

143, 144. Orchestral Instruments.

Sec. A ½ course. Sec. B 1 course.

151, 152. Choir.

Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two-hour rehearsals per week. ½ course.

153, 154. Instrumental Ensemble.

Preparation and performance of chamber music for various ensembles. ½ course.

501, 500, 502. Independent Study.

603-604. Tutorial.

Philosophy and Religion

Major Requirements:

12 courses in philosophy including one introductory course, Logic (Philosophy 119), at least three courses in the History of Philosophy sequence, and the tutorial. The tutorial in philosophy will consist of a *long* paper and examination by three members of the faculty. Students planning to major in philosophy should take at least one of the introductory courses in philosophy and Logic before enrolling in other courses in philosophy.

Interdepartmental Major Requirements:

The Department specifies only minimal requirements for the interdepartmental major, assuming that the interests and needs of those coming from the Sciences and Social Sciences may be quite different from the interests and needs of those coming from the Arts and Humanities. Consequently, an attempt is made to plan a program that is appropriate for the individual. The interdepartmental major must, however, take Logic (119), at least two courses in the History of Philosophy sequence, and five other courses in philosophy.

Philosophy

013. Freshman Seminar: Sense, Reason, and Imagination: Reflections on Poetry, Science, and Religion.

The purpose of this seminar is to explore and think critically about some common features of creativity and discovery (e.g., the nature and role of sense, reason, and imagination; the relation of knowledge and value; the meaning of "truth," etc.) in the achievements of the arts, the sciences, and the religions. Among the works to be considered are Bronowski, *Science and Human Values*; Eiseley, *The Immense Journey*; and Pirsig, *Zen and the Art of Motorcycle Maintenance*.

100. Introduction to Critical Thinking.

The aim of this course is to improve reading and writing skills through a careful analysis of the structure of arguments, including special attention to problems of meaning, semantic ambiguity, logical order, and common fallacies in verbal reasoning. This is an elementary course intended primarily for students who need practice in critical thinking before entering Introduction to Logic (Philosophy 119) or advanced work in the social sciences and humanities. This course does not count toward the major in philosophy and is not a substitute for Philosophy 119.

105. Introduction to Social and Political Thought.

An introductory exploration of the fundamental normative questions of politics and social life. The course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom equality, and justice in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

111. Introduction to Philosophy: Logical Problems.

The course will begin by teaching a student to recognize an argument and to use elementary techniques of logic to evaluate arguments. The role of logic in scientific methodology will be examined. Finally the student will analyze traditional arguments offered in support of and against statements of religious belief.

113. Introduction to Philosophy: Philosophical Issues.

An introduction to philosophy primarily for freshmen. Readings, lectures and discussions focused on

some of the perennial problems of philosophy. The course will examine such issues as the relation of mind and body, the nature of knowledge, freedom and determinism, the existence of God, immortality, and moral responsibility.

119. Logic.

An introductory study of classical and modern logic.

130. Philosophy of Education.

A discussion oriented study of some of the normative questions and issues arising from philosophical reflection on education. For example: What is "education"? Is the aim or goal of education to teach skills, to communicate information, to "develop" the student, or to socialize the student? What role do value judgments play in theories of education, in teaching models, etc.? This course is open to any student who is interested in reflecting upon education.

141. Philosophy and Feminism.

An examination of contemporary philosophical writing concerning the meaning and justification of feminist claims. Of special concern is the current controversy concerning the morality and/or legality of reverse discrimination.

151. Ethics.

An examination of the major rival ethical theories of Western philosophy, together with an assessment of the skeptical and relativistic challenges to the possibility of any ethical knowledge.

200. Biomedical Ethics.

This course is concerned with the ethical issues which have arisen from recent biomedical innovations, or which may arise from future innovations. Topics will be chosen from among the following: new definitions of death and humanness, killing vs. letting die vs. vigorous treatment of the terminally ill or severely malformed; allocation of scarce medical resources; organ transplantation; experimentation on human subjects; population control; genetic engineering; new and projected techniques of human sexual and asexual reproduction and their possible effect on the institutions of sex and the family; the psychiatric control of human behavior. Class discussion will be supplemented by guest lecturers with

medical or legal expertise in the areas under discussion.

218. Problems in Knowing and Being.

An historical introduction to philosophy which may be taken as either a second course in philosophy by a freshman or a first course by sophomores, juniors, and seniors. Through readings, lectures, and discussions the course will explore the changes in emphasis which have characterized the attempts to understand the nature of knowledge and existence from the Greeks to the present. Readings will be primarily from Plato, Aristotle, St. Augustine, Thomas Hobbes, Immanuel Kant, William James, and Martin Heidegger.

221. Philosophy of Law.

An intensive study of legal philosophy. Topics discussed will include general legal theory, the end, definition, and function of the law, judicial reasoning, rights and obligations, obedience, liability, responsibility, property, and justice. Special attention will be given to two topics: law and morality, and the moral justification of punishment. Some case studies will be included in the readings. Prerequisite: Political Science 105 or Philosophy 294 or permission of the instructor.

223. History of Philosophy: Ancient Philosophy.

An exploration beginning with Homer of the Greek sensibility as the beginning of Western culture and as it relates to contemporary thought. Discussion will center on selected works of Homer, Parmenides, Heraclitus, Plato, and Aristotle.

224. History of Philosophy: Medieval Philosophy.

Readings in Christian, Islamic, and Jewish philosophy from Augustine to Ockham.

225. History of Philosophy: From Descartes to Kant.

Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

**226. History of Philosophy:
The Nineteenth Century.**

An exploration of the major themes in philosophy during the nineteenth century (e.g., Idealism, Existentialism, Utilitarianism, Marxism) as seen in the works of Hegel, Schopenhauer, Nietzsche, Kierkegaard, Marx, and Mill.

251. Philosophy of Art.

This course will examine critically and historically the concepts of beauty, aesthetic experience, and art, and explore their relations to each other as well as their implications for the nature of reality, man, morality, religion, and society.

254. Philosophy of Religion.

A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion.

257. Contemporary Philosophy.

A seminar on selected readings from twentieth century philosophers and their relation to the most significant trends of philosophic thought. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

259. Existentialism.

An exploration beginning with Dostoevsky's *Notes from the Underground* of the existential philosophies through selected writings of Dostoevsky, Kierkegaard, Nietzsche, Jaspers, Tolstoi, Camus, Sartre, and Heidegger.

261. History of Ethical Theory.

An examination of the most influential attempts to understand the nature of the good and the right from Plato and Aristotle to contemporary thinkers such as John Dewey and Richard Hare. The relation of ethical ideas to religion, metaphysics, and politics will be discussed. Lectures, readings, and discussions.

272. American Philosophy.

Through readings, lectures, and discussions this course explores some of the most influential philosophical and religious ideas developed in America.

Beginning with Jonathan Edwards' approach to traditional theological themes, the course will focus particularly on the creative efforts of such men as William James and Josiah Royce to deal with the philosophical and religious problems raised by the theory of evolution and other developments in science. During the final weeks of the course some themes that are currently important in American philosophy will be considered.

274. Seminar in Susanne Langer.

Intensive reading and discussion of the writings of America's most distinguished woman philosopher. The seminar will focus primarily on Ms. Langer's philosophy of art.

283. Asian Philosophy.

Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation. Prerequisite for sophomores: Permission of the instructor.

292. Philosophy of Mind.

This course will focus on the mind-body problem. It will examine such questions as: Is there a non-material soul which is separate from but within the body? Is this the same as a mind? If so, how can it act on matter? Is materialism true? Is behaviorism an adequate solution to the mind-body problem? What is a mind? Is it a soul, a self, a brain, a thinking substance, a non-material by-product of brain processes, the functioning of the nervous system, or a set of dispositions to behave? Can machines have minds? How do we know that other people have minds? Is there some "living" part of us which survives the body's death? Although the course will survey historical perspectives, it will concentrate upon contemporary theories (e.g., identity theory, physicalism, behaviorism).

294. Issues in Contemporary Social and Political Philosophy.

This course will examine fundamental normative political principles and concepts as they are defined, analyzed, critiqued, and defended by contemporary political philosophers. The topics covered include authority, political obligation, liberty, rights, public

interest, equality, justice, and democracy. Discussion of the reading material will be stressed, and students will be expected to become actively involved. Some previous work in Philosophy and/or Political Science 105 is recommended.

302. Seminar in Immanuel Kant.

An intensive examination of certain parts of *The Critique of Pure Reason*. Some attention will also be given to the sources of the Kantian problems as well as the ethical writings.

321. Seminar on Art and Religion.

This seminar will explore through philosophical and literary essays as well as the creative efforts of the students, some of the problems and claims which characterize the relations of the arts and religion, e.g., the relation of the aesthetic and religious experience, the role of belief and knowledge in art and religion, and the metaphysical assumptions that are characteristic of each. Among the writers who will be considered are Hegel, Nietzsche, Freud, Santayana, Matthew Arnold, and Susanne Langer.

501, 500, 502. Independent Study.

603-604. Tutorial.

Religion

115. The Relevance of the Old Testament.

An historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary forms, institutional structures, and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society.

121. New Testament.

A literary, historic, and religious study of the origins of Christianity as related in the basic documents. In addition to extensive reading in the gospels and epistles, the course will examine the life and teachings of Jesus and the interpretations of his person and work which appear in the primitive church.

151. The Comparative Study of Religion.

A phenomenological examination and comparison of some of the major themes and categories in the

religious thought of East and West. Topics such as ultimate reality, man, history, salvation, knowledge will be studied.

155. Introduction to Religion in the West.

An examination of the beliefs and practices of the various traditions of Judaism and Christianity. Attention will be given to Scriptural foundations, historical development, and the encounter with modern culture. Prerequisite for freshmen: Permission of the instructor.

157. World Religions I.

A study of the major characteristics of the religious traditions of the world. Particular attention will be given to the Eastern religious traditions of Hinduism and Buddhism. Consideration will be given to the primitive rites of man as well as to "revealed religions" such as Islam, Judaism, and Christianity. Included will be an attempt to become familiar with the various disciplines and methods involved in scholarly investigation of religious phenomena.

158. World Religions II.

Post Biblical Judaism and its relationship to Christianity and Islam.

162. The Prophetic Literature.

An intensive study of the Hebrew prophets, their lives and messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern forms, using a variety of approaches and authorities. Prerequisite: Course in Old Testament or in New Testament or major in department or permission of instructor.

189. Black Theology and Black Religion.

An examination of the interpretation of the Christian Church and its implications for the Black religious experience. Focus is on the Black Church as a principal agent of integration in the Black Community. (See also Black Studies.)

202. Modern and Contemporary Christian Thought.

An examination of religious thought in the modern period. Among the topics considered will be the nature of religious knowledge and experience, the mod-

ern critique of religion, and the relationship between faith and history. Thinkers such as Kant, Kierkegaard, Buber, Tillich and Niebuhr will be studied.

224. Religious Language and Truth.

This course examines the relations between descriptive language and expressive language (e.g., analogy, metaphor, symbol, myth) in the communication of religious truths, to see if some meaning is lost by demythologizing. It will focus on the Christian tradition.

501, 500, 502. Independent Study.

Physical Education

Sports

111. Archery and Bowling.

Basic skills and techniques will be taught through the analysis of body movement, scientific and mechanical principles, and their implications to the particular sport. ½ course.

114. Fencing.

Footwork and foil work skills essential to a fencing bout will be studied. The concept of strategy is emphasized relative to skill level and performance of movement and coordination patterns. ½ course.

117. Racket Techniques—

Tennis, Badminton, Paddle Tennis.

Skills, strategies, rules, and concepts essential to racket games with special emphasis on platform tennis and tennis. Participation in and observation of each sport is essential. ½ course.

119. Skiing—Conditioning and Techniques.

Exercises designed to improve overall physical fitness and endurance with special emphasis on knee and leg strength. Basic concepts of skiing techniques through the use of turf skis and dry-land skis. ½ course.

130. Emergency Care: Principles and Practices.

Knowledge and skills leading to prompt and efficient action when faced with sudden illnesses, injuries, and accidents. Effective first aid for life-threatening situations and the prevention of further injury.

150. Folk and Court Dancing.

History of Western European folk and court dances. Dances of late medieval, Renaissance, baroque, early American, and nineteenth-century times reconstructed. Appalachian square and circle dances, New England contra dances, English country dances, and dances of several European nations. Attention to the relationship of folk dancing to religious ritual, folklore, folk music, and folk culture.

151. Swimming-Aquatic Skills.

Emphasis on swimming and safety skills in water environment leading to further participation in aquatic activities as sailing, boating, canoeing, water skiing, surfing, and skin and scuba diving. ½ course.

152. Advanced Life Saving— American Red Cross.

Skills lead to safety in, on, and around water in order to care for oneself and the rescue of others. Prerequisite: Swimming skill test and permission of the instructor. ½ course.

153. Water Safety Instructor— American Red Cross.

Methods of teaching swimming skills to others with emphasis on safe and skillful contact in, on, and around water. Prerequisite: Red Cross Advanced Life Saving certification. ½ course.

218. Intermediate and Advanced Tennis.

Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: Permission of the instructor. ½ course.

Dance

141. Introduction to Modern Dance.

For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the elements of dance (space, time, and force). Stress will be on the communicative aspects of dance movement. ½ course.

143. Modern Dance II.

For intermediates. Intermediate technique,

improvisation, and choreography. Prerequisite: Introduction to Modern Dance or permission of the instructor. ½ course.

148. Classical Ballet.

Techniques designed to challenge the body toward the aim of plastic beauty and dramatic expression. Four levels of competency: beginning, elementary, intermediate, advanced. ½ course.

149. Classical Ballet II.

This course is a continuation of Classical Ballet I. Emphasis is on individual student competency. There will be four levels: beginner, elementary, intermediate, and advanced. Prerequisite: Classical Ballet I or permission of the instructor. ½ course.

248. Classical Ballet III, Intermediate.

Increasing the mental awareness and physical efforts of all movements. Introduction of beats. Beginning pointe barre. Prerequisite: Ballet I and/or II or permission of instructor.

249. Classical Ballet IV, Advanced Intermediate.

More complex barre, center, adage, pirouette, allegro, and center pointe work. Possibly the study of variations from the classical repertory. Prerequisites: Ballet I, III, or permission of instructor.

501, 500, 502. Independent Study.

Political Science

Major Requirements:

12 courses in political science including the tutorial. All majors must complete Political Science 211; four courses from the following: 101, 103, 104, 108, or Philosophy and Religion 105; and three additional courses at the 200 or 300 level. Sociology-Anthropology 214 and Philosophy 221 and 294 may be taken for credit to the Political Science major. No more than one internship may count toward the major.

Interdepartmental Major Requirements:

8 courses in political science exclusive of the tutorial. All interdepartmental majors must complete Political Science 211; two courses from the following: 101, 103, 104, 108, or Philosophy and Religion 105; and three additional courses at the 200 or 300 level. Soci-

ology-Anthropology 214 and Philosophy 221 and 294 may be taken for credit to the interdepartmental major. No more than one internship may count toward the major. The tutorial must have a political science dimension.

Minor Requirements:

6 courses in political science. All minors must complete Political Science 211; two courses from the following: 101, 103, 104, 108, or Philosophy and Religion 108; and two additional courses at the 200 or 300 level. Sociology-Anthropology 214 and Philosophy 221 and 294 may be taken for credit to the Political Science minor. No more than one internship may count toward the minor.

001. The Politics of the Energy Crisis.

This course considers the origins, development, and consequences of the energy crisis, and the response of the American political system to this crisis. Readings, individual research, and local resource persons are utilized in an effort to achieve better understanding of this complex area.

101. American Political Processes.

This course provides an introduction to the major elements of American politics: political parties, interest groups, decision-making bodies, and constitutions. These elements will be viewed in the context of present and predictable future forces of change operating in American society, and the demands which societal change is placing and will place upon the structure and operations of political institutions.

103. Introduction to Comparative Politics.

An introduction to the theories and concepts employed in comparative political studies, with an emphasis on the political institutions and processes of the major governments of Western Europe. Developing and non-democratic political systems will also be considered.

104. Introduction to International Relations.

A survey of significant patterns and trends in 20th century world politics; modes of conducting relations among nations; instruments for promoting national and supranational interests; controls over international disputes; current problems of economic and political interdependence.

108. Political Behavior.

An examination of patterns of political learning, political attitudes and beliefs, and voting behavior in contemporary America. Emphasis will be placed on the ways in which background characteristics of individuals (such as social class, sex, ethnicity, and age) and major political events and crises (such as war and depression) affect political attitudes and behavior.

120. The Sixties: Camelot to Kent State.

"The Sixties" surveys the politics of an incredible decade: the youthful, activist Kennedy Administration, the Cuban Missile Crisis, the assassination; LBJ's Great Society and Vietnam escalation; the 1968 convention and the election resulting in Nixon's presidency, the Cambodian invasion of 1970 and the shooting of youthful protestors at Kent State.

135. Sex Discrimination and the Law.

An examination of past and present sources of discrimination experienced by men and women in the United States and a consideration of evolving patterns of equal protection and due process of law in recent local, state, and federal laws and court decisions. Employment, marriage, the right to privacy, and the possible impact of the Equal Rights Amendment are among the topics to be discussed.

201. The American Judicial Process.

This course examines the politics, processes and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Prerequisite: Political Science 101 or permission of the instructor.

203. Constitutional Law I: United States Governmental Powers and Relationships.

An examination of the role American courts have played in shaping governmental powers and relationships outlined in the Constitution. The course will consider the doctrine and use of judicial review, and the legal problems raised by separation of power between the national branches and by the division of

power between nation and state. Special attention will be paid to the ways in which courts have affected the power of Congress over taxation and commerce and the domestic and international powers of the Presidency. These issues will be examined through an analysis of court decisions and through application of legal principles to hypothetical fact situations. Prerequisite: Political Science 101 or its equivalent and sophomore standing.

204. Constitutional Law II: Civil Liberties.

An examination of the role American courts have played in giving meaning and scope to rights and liberties protected by the Constitution. The course will consider rights of persons accused of crime; rights to free speech, press, and assembly; freedom of religious belief and practice; equal protection of the law; the right of privacy. These issues will be examined partly through consideration of the actual impact of such decisions on the political system. Examinations will require the student to apply principles to hypothetical fact situations. Prerequisite: Constitutional Law I or Political Science 101, sophomore standing, and permission of the instructor.

211. Methods of Political and Social Research.

An introduction to the logic of social inquiry, research design, and methods of data collection used in behavioral political and social research. Topics to be covered include experimental and *ex post facto* research design plus techniques of surveys, observation, simulation, and content analysis. Students will construct their own survey research designs. Prerequisite: one 100-level course in political science or sociology-anthropology.

212. Elementary Statistics and Computer Analysis in Political and Social Research.

An introduction to elementary applied statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects, and analyze this statistically using pre-packaged computer programs. Prerequisite: Political Science 211.

216. Urban Politics.

An examination of the political organization and political processes in metropolitan areas in the U.S. Topics include the role of the city in the federal system, metropolitan reorganization, the political structure of cities and suburbs, party organization and interest groups in urban areas, electoral behavior, and community power structure. The nature of the urban crisis in America and public policy proposals to solve the crisis will also be discussed. Prerequisite: One 100-level course in political science or permission of the instructor.

217. International Organizations.

A survey of early theories and examples of international organizations followed by a study of the League of Nations and the United Nations. Major topics include great power struggles in the Security Council, the emergence of interest blocs in the General Assembly, and the activities of functional, regional, and economic organizations within and without the United Nations. Prerequisite: Political Science 104 is recommended.

220. Group Study in Law: Field Placement.

Students will have field placements in law firms and court-related agencies. Details of each placement will be negotiated by the student and the field sponsor. Participants will meet as a group throughout the Interim for discussions with one another and with faculty. Each student will keep a journal and make a final presentation to the group. Prerequisite: Sophomore standing and consent of instructor.

225. United States Foreign Policy.

A survey of factors and forces which shape the making and implementation of American foreign and defense policy. Emphasis is on the impact of the policy-making process on decisions. Examination of the origins and results of the Cold War and the movement away from Cold War Attitudes. Prerequisite: One 100-level course in political science.

226. Soviet Foreign Policy.

Analysis of the factors and forces which shape Soviet foreign and defense policy. Common assumptions about Soviet motives are weighed against actual behavior and assessed. Policy toward China, Eastern

Europe, and the Third World is considered, with the primary focus being the Russian-American relationship since World War II. Prerequisite: Political Science 104 or consent of instructor.

228. Public Administration.

An examination of policy implementation in the U.S. at national, state, and local levels. Special attention will be given to agencies and individuals mandated to execute particular public policies, with the following objective in mind: a better understanding of (a) the relationships between structure and personnel on the one hand and policy implementation on the other; (b) the symbolic as well as practical aspects of policy implementation; (c) the interrelationships among executive agencies and between such agencies and legislatures and judiciaries as each participates in shaping and executing public policy. Prerequisite: Political Science 101.

229. Public Opinion and Propaganda.

An examination of the techniques of political propaganda and their effects on public opinion in contemporary America. Of particular interest will be the role of the mass media (especially television) and computer technology as propaganda instruments in election campaigns. Prerequisite: One 100-level course in political science or sociology-anthropology.

238. Congress and the Presidency.

A study of the interrelationships between the modern Presidency and Congress, stressing contemporary forces and personalities straining and changing the relationship in a period of unparalleled institutional crisis. Prerequisite: Political Science 101 or permission of the instructor.

281. Black Politics: Strategies and Tactics.

This course deals with the examination of the major political organizing and development tactics of Blacks in the United States since 1900. An analysis of political goals and tactics is the central focus. Other aspects to be examined are: similarities and differences in the philosophies of George W. Carver and Booker T. Washington, the organizing of the NAACP, the Garvey Movement, the Black Panthers, the Mississippi Freedom Democratic Party, and the Black National Political Convention. (See also Black Studies.)

305. Personality and Political Leadership.

An investigation of what factors motivate individuals to seek political power and, once in power, what factors affect political leadership behavior. There will be a critical analysis of the various personality models which attempt to explain leadership behavior and motivation. Case studies of both elected and non-elected political leaders will be utilized. Prerequisite: Political Science 101 or 108 or permission of the instructor.

315. American Political Thought.

This seminar examines the origins and development of the rich heritage of political ideas which have shaped contemporary American politics and institutions. Drawn from primary sources, readings explore the aspirations and arguments of those people who from colonial times to the present have helped to shape the concept of free government.

501, 500, 502. Independent Study.

603-604. Tutorial.

Psychology

Major Requirements:

12 courses, including the tutorial. Prospective majors should complete 101, 102, 109, and 110 by the end of the sophomore year. Courses 211 and one course unit of 503, 504, or 505 must be completed in the junior year. Courses 603 and 604 must be completed in the senior year. In addition, majors must choose three courses from the following: Group A: 221, 222, 223, 224; Group B: 231, 232, 233; Group C: 241, 242, 252. Courses in Group A, B, and C have both lecture sections (1 course) and laboratory sections (½ course). Lecture sections may be taken for credit without laboratory; laboratory sections must be taken concurrently with lecture sections. The three courses may be chosen according to one of the following schemes: 1. One course from each group, two with laboratory, one laboratory must be in Group A. (This is the most general option but is not by itself optimum preparation for beginning graduate work in psychology.) 2. Two

courses from Group A and one from either B or C, any two with laboratory. (This is better than option 1 as preparation for graduate work in psychology.) 3. Three courses from Group A (223, 224, and either 221 or 222), two with laboratory. (This amounts to a concentration in experimental psychology and is the best available preparation for graduate study in psychology.)

The following courses are especially valuable foundations for graduate study in psychology: Mathematics 101, 102, 221, 222, 251 and 252; Biology 143, 144, 204, 241, 307; Chemistry 101, 103, 205.

Students not majoring in psychology may take the lecture section of any course, provided they have had Psychology 101 or its equivalent. Generally, the laboratory sections of advanced courses have Psychology 102 as prerequisite, but non-major students who have not completed Psychology 102 may seek the permission of the instructor to enter the laboratory section of an advanced course.

Interdepartmental Major Requirements:

Any interdepartmental major which includes psychology shall include at least 8.0 units of psychology courses of which 4.0 units are required (101, 102, 109, 110). The student must choose, with the approval of a member of the Psychology Department, three additional courses from Groups A, B, and C; at least two of the three elective courses must include the laboratory section.

Minor Requirements:

A minor in psychology shall include at least 6.5 units of psychology courses of which 4.0 units are required (101, 102, 109, 110). The student must choose, with the approval of a member of the Psychology Department, two additional courses from Groups A, B, and C; at least one of the two elective courses must include the laboratory section.

001. Freshman Seminar: Sexes: Stress and Madness.

A study of sex differences in behavior and stress reactions. The seminar will examine contemporary coping strategies (e.g., biofeedback, meditation) and personal madness as alternative reactions to stress from a scientific perspective.

101. General Psychology.

An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture.

102. Advanced General Psychology.

Lectures and experiments on selected problems in human and animal learning, perception, problem solving, motivation, and social behavior. Three hours lecture, four hours laboratory, weekly. Prerequisite: Psychology 101. 1½ courses.

109. Elementary Statistics.

Designed primarily to introduce psychology majors to an essential research tool. Introduction to frequency distributions; probability models; descriptive indices of central tendency, variability, and association; inferential statistics including "nonparametric" techniques; partitioning of variance. Concurrent registration in 110 required. Prerequisite: 102 previously or concurrently; upperclass students may register with permission of the instructor.

110. Quantitative Methods Laboratory.

Instruction and practice in methods of data reduction and calculation. Construction of tables and graphs, calculation from graphs, use of desk calculators, computers, introduction to computer programming. Prerequisite: 109 or equivalent previous or concurrent. ½ course.

183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure. (See also Black Studies.)

211. Research Design.

An examination of experimental design procedures with an emphasis on analysis of variance. The issues and concerns which confront the researcher in designing and analyzing experiments will be con-

sidered. Required of all majors. Prerequisite: Psychology 109, 110 or equivalent.

221. Learning: Basic Processes.

Lecture. Empirical research and theories concerning basic learning processes in animals and humans. The course deals with classical and instrumental conditioning, extinction, generalization and discrimination, as well as the role of motivation, reward and punishment, and other task variables affecting performance in learning tasks.

221A. Laboratory.

Animal and human experiments are conducted to familiarize students with the methodology and analysis of research in learning. ½ course.

222. Human Learning, Memory, and Cognition. (Group A)

Lecture. An overview of empirical research and theories concerning verbal learning, attention, memory, transfer, problem solving, and thinking.

222A. Laboratory.

Designed to familiarize students with the methodology and analysis of research in human learning. Both replication of existing studies and original experiments are performed. ½ course.

223. Perception. (Group A.)

Lecture. An examination of perception as an information-extraction process, with emphasis on classical and contemporary methods, data, and theories. The relation of perception to motivation, learning, and cognition will be considered.

223A. Laboratory.

Experiments and demonstrations of the major perceptual phenomena will be performed by the students. ½ course.

224. Motivation. (Group A.)

Lecture. A survey of the concepts and data related to the arousal and direction of behavior.

224A. Laboratory.

Experiments with humans and other animals on the factors controlling activity, productivity, choice, and aspiration. ½ course.

231. Social Psychology. (Group B.)

Lecture. A survey of human and animal behavior in social context. Prerequisite: Psychology 101 or Sociology-Anthropology 101.

231A. Laboratory.

Field studies and laboratory experiments on behavior in social situations. ½ course.

232. Personality. (Group B.)

Lecture. A survey of modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant "theories" of personality.

232A. Laboratory.

Laboratory and field studies to examine the effects of individual characteristics on various aspects of behavior. ½ course.

233. Abnormal Behavior. (Group B.)

Lecture. A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of disturbed behavior.

233A. Laboratory.

Clinical case demonstrations, films, tapes, and institutional visits are combined with individual projects relating to work with disturbed individuals and their families. Non-majors must obtain the consent of the instructor to register for the laboratory. ½ course.

241. Psychobiology. (Group C.)

Lecture. An examination of the biological correlates of behavior. Emphasis will be placed on the central nervous system, its structure, organization, and function. Specific topics considered are sleep, learning, memory, sexual behavior, motivation, and complex processes such as thought and language. Prerequisite: One course in either biology or psychology.

241A. Laboratory.

Basic surgical techniques for electrode implant and other operations, brain dissection and slide preparation. Rats will be physiologically manipulated and the resulting behavior observed. ½ course.

242. Animal Behavior. (Group C.)

Lecture. An examination of the basic principles of

animal behavior with emphasis on social behavior, social organizations, and communication.

242A. Laboratory.

Observation and experimentation with a variety of species including primates, rodents, reptiles, and insects in natural, semi-natural, and laboratory environments. ½ course.

251. Tests and Measurements.

A study of the principles and major concepts of psychological and educational testing; a systemic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course.

252. Principles of Child Development. (Group C.)

An overview of psychological development from birth through adolescence.

253. Child Psychopathology.

Discussion of clinical and research findings on disorders of behavior and learning in childhood, including psychoneurosis, autism, learning disabilities, mental retardation, personality disorders, and hyperactivity. Prerequisite: 101 or 102 plus instructor's permission.

292. Philosophy of Mind.

This course will focus on the mind-body problem. It will examine such questions as: Is there a non-material soul which is separate from but within the body? Is this the same as a mind? If so, how can it act on matter? Is materialism true? Is behaviorism an adequate solution to the mind-body problem? What is a mind? Is it a soul, a self, a brain, a thinking substance, a non-material by-product of brain processes, the functioning of the nervous system, or a set of dispositions to behave? Can machines have minds? How do we know that other people have minds? Is there some "living" part of us which survives the body's death? Although the course will survey historical perspectives, it will concentrate upon contemporary theories (e.g., identity theory, physicalism, behaviorism).

292 cannot be used to satisfy major requirements.

350. History of Psychology.

Main trends in the history of the science as revealed in the development of major research problems.

501, 500, 502. Independent Study.**503, 504, 505. Individual Research in Psychology.**

Intensive study of a specific research problem by survey of literature, data collection, data analysis, with the supervision and collaboration of a faculty member and possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or Interim; repeated registration to a total of three units permitted. This course is ideal preparation for tutorial work in psychology. Prerequisites: At least one laboratory course in addition to 102, prior consultation with instructor, and instructor's permission.

603-604. Tutorial.

Sociology-Anthropology

Sociology and Anthropology comprise the joint study of human thinking, feeling, and acting in traditional and modern societies and of how humanity became human. The major is intended to broaden and deepen the student's capacities for analyzing social or cultural relationships and how these relations change.

Sociology-Anthropology students should acquire a broad exposure to the humanities as well as to natural and social sciences. They are advised to take courses in Economics, History, Philosophy, Political Science, and Psychology.

Major Requirements:

11 course units, including the tutorial. Students majoring in sociology-anthropology are required to take the following: Sociology-Anthropology 101, 103, 104, 214, and Political Science 211 and 212 (or Psychology 109, 110, or Mathematics 110). It is desirable to have taken 101, 103, and 104 by the end of the sophomore year and to have taken 214 and Political Science 211 and 212 by the end of the junior year. Majors are required to take three electives in the department. Electives may include Philosophy 108 or Music 121.

Interdepartmental Major Requirements:

An interdepartmental major in sociology-anthropology must complete 8.0 course units exclusive of the tutorial. All majors must complete Sociology-Anthropology 101, 103, 104, 214; Political Science 211 and 212 (or Psychology 109, 110, or Mathematics 110); and three electives in sociology-anthropology, one of which is at the 200 level or above. Electives may include Philosophy 108 or Music 121.

Minor Requirements:

A sociology-anthropology minor must complete 6.0 course units including Sociology-Anthropology 101, 103, 104 or 112, 214; Political Science 211; and one elective in sociology-anthropology.

003. Freshman Seminar: Knowledge for What?

The human uses of the social sciences. The identification, study and discussion of questions about our world. A general introduction to major ideas and sources of information bearing on the issues named in the seminar.

101. Introduction to Sociology.

The aim of this course is to develop a scheme for the analysis and comparison of human societies. The scheme is developed by attending to the historically variable ways that the political, economic, kinship, and cultural elements of different societies interrelate to produce distinctive patterns of domination, social character, and value-preferences.

103. Early Persons and Culture.

Examination of the processes and evidence of the origins and evolution of human beings. Origins and evolution of societies. Introduction to anthropological ideas of socio-cultural processes and formations.

104. Introduction to Social/Cultural Anthropology.

Study of the nature of socio-cultural processes, with emphasis on the understanding of humanity to be gained from comparative study of primitive cultures, complex traditional societies and underdevelopment in the modern world.

108. Social Problems and Issues.

This course focuses upon the causes of a number of contemporary social problems in this and other societies. The problems to be discussed might include

crime, racism, poverty, the pollution of the environment, population changes, class and ethnic conflicts, and war. Attention will be given to a variety of proposed solutions to these problems.

110. Introduction to Archeology.

The course will introduce methods of archeology and analyze key sites in the Old and New Worlds. The origins of agriculture and rise of civilization in both areas will be compared and contrasted. Emphasis will be on archeology as the reconstruction of the lifestyle of extinct cultures.

112. People and Cultures of the World.

A survey of populations or "races" of the world for non-majors and majors; questions of the "races" of man. Survey of major socio-cultural regions of the world (e.g., Mid-East, Sub-Saharan Africa, American Indian). Attention to teaching about other ways of life in primary and secondary education.

114. Middle Eastern People and Cultures.

A survey of the ethnic and religious diversity and the key social institutions of urban and rural communities in the lands from Morocco to Afghanistan. Consideration will be given to the historical factors underlying the current transition in the area.

120. Changing Sex Roles in Contemporary Society.

Contemporary changes in sex roles and the consequences of being female and male in terms of roles, rewards, costs, and identities. Biological in relation to the cultural determinants of sex differences through time; the social, economic, and political function of role differentiation. Women's participation in social change; cross cultural comparison of changing sex roles in selected countries such as Sweden, China, Israel.

135. Ethnic, Nationality, and Race Relations.

The interrelations of culturally or physically distinctive groups within developed and developing societies. Comparative contexts of struggle over symbolic, political and economic interests. Prerequisite: one course in the Social Relationships Division.

140. Cross-Cultural Perspectives on Dying and Death.

The many meanings of "death." Socially induced death, e.g. abortion, infanticide, suicide and magical

death as well as murder and warfare. The reordering of family, property, political and ritual relations *post mortem*. The fate of the soul in different cultures. Prerequisite: one course in the Social Relationships Division.

145. Urban Anthropology.

Central places for the coordination of the economy, power, ideology and entertainment. An anthropological perspective on the pathways, requirements and consequences of urbanism, with particular emphasis on the role of proletariats and sub-proletariats inside and outside of urban centers. The research of anthropologists in cities. Prerequisite: either 101, 103, 104, 112 or permission of the instructor.

148. Marriage and the Family.

This course analyzes marriage and the family in American Society; their historical development; the contemporary economic and cultural pressures on them; and the impact which social class has upon the nature of family life. Particular attention is given to the differences between middle and working class families in regard to child rearing, sexual practices, and courtship. Prerequisite: Sociology 101 or permission of the instructor.

150. Marriages and Family Life in Different Cultures.

The varied and changing ways in which spouses are found, children are reared, authority is wielded, property is transmitted and rituals are enacted in the familism of Native Americans, Africans and Pacific Islanders as well as in peasant communities of Latin America, the Near East and Asia. Prerequisite: one course in the Social Relationships Division.

182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman. (See also Black Studies.)

188. The Black Family.

A sociological analysis of the Black family in America. The interrelationship of the socio-economic status, the social structure, and social changes affecting the Black family is emphasized. (See also Black Studies.)

214. Classical Socio-cultural and Political Theory.

This course examines the work of five major social and political theorists (Comte, Spencer, Marx, Weber and Durkheim) who helped to lay the foundations of contemporary social science. Their ideas are analyzed against the background of the Industrial and French Revolutions and in terms of the problems of political and social authority, the nature of human history, the major political dilemmas facing modern life, and the properties of a science of human behavior.

218. Social Movements.

This course examines a variety of schemes for the study of different types of social movements. Social movements with political, economic, and religious aims are given special attention. The conditions under which they arise and decline, the nature of their leadership and following, and their ideologies are compared and contrasted.

220. The Culture of Schooling.

This course focuses on schooling or formal education as an aspect of the development of industrial nation-states. The culture of American schools is given special attention with emphasis on the changing functions of education in our society. The effects of the imposition of western-type schooling on developing non-western societies is also analyzed.

222. The Sociology of Religion.

This course examines the social basis of religion; the ritual devices which are used to render plausible religious experiences; and the impact of religion upon political, economic, and psychological behavior. The religions of traditional societies are given special attention. Prerequisite: One course in the Social Relationships Division or permission of the instructor.

225. Culture and Personality.

Through examination of the anthropological data of Margaret Mead, Cora Dubois and others the effect of culture upon personality is explored. Emphasis is placed on childhood socialization in relation to adult personality. Prerequisite: One course in either Sociology-Anthropology or Psychology or permission of the instructor.

226. Inequality in the United States.

This course analyzes the causes and consequences of institutionalized inequality in American society. The problems of minority groups, the relationship of stratification to conflict, and the possibilities of social change are emphasized. Prerequisite: Sociology 101.

228. Deviance and Social Control.

Examination of why people are deviant and why and how societies react to deviance. Particular attention to the causes of serious crime, so-called "victimless crime," and white collar and political crime. Focus on the question of the degree to which deviance and crime comprise an adaptive mechanism and products of culture rather than individual pathology. A 100-level course in Sociology-Anthropology recommended but not required.

234. Social Work and Social Welfare in Sociological and Historical Perspective.

This course examines social work and social welfare in the U.S. and in a number of European societies. Particular attention will be paid to the historical and analytical basis of the methods used by social workers to deal with social problems; to the dilemmas which result from the organization of social welfare agencies; and to the effect which cultural and political factors have had upon social welfare practices. Prerequisite: One course in the Social Relationships Division or permission of the instructor.

252. Seminar: Toward an Anthropology of Women.

Economic, social, political and ritual identities and functions of women in a wide variety of cultures, ranging through the "primitive," "historical" and "modern" levels of complexity. Critiques of traditional anthropological approaches to description and analysis. Prerequisite: Sociology-Anthropology 101, 103, 104, 112 or permission of the instructor.

301. Seminar.

This course varies emphasizing areas of interest in contemporary theory and research in sociology and anthropology.

501, 500, 502. Independent Study.**603-604. Tutorial.**



Mathematics

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Program areas

(See also *Departmental Areas*)

Administration and Management

The Administration and Management Program is designed to prepare students in the basic knowledge and skills required for the pursuit of careers in modern complex organizations. The program curriculum intends to develop students who can convey ideas in a disciplined and interesting manner in speaking and writing; who understand the nature and function of various types of human organizations and the people who work in them; who understand the function of law and morality in regulating and guiding human decision making; who have knowledge of the American economic system and principles of finance, financial analysis, and record keeping; who can think logically and realistically in planning and making decisions; and who also have an understanding of the role and history of women.

The methods of teaching and the content of the curriculum will emphasize intellectual and critical appraisal rather than technical specialization. The courses focus on general knowledge and prepare the liberally-educated student for the administration and management of the formal institutions of our society.

Major Requirements:

17 course units, including one internship and the tutorial. Students majoring in administration and management are required to take the following: Administration and Management 101, 201, 202, 222, 223, 250, 302, 322, 603, 604. Additional required courses are Economics 101, 102; English 103; Information Science 103; Mathematics 107, 108; and Mathematics 110, Psychology 109, 110, or Political Science 211.

Interdepartmental Major Requirements:

9.0 course units, not including the tutorial. Required courses are Administration and Management 101, 201, 222, 223, 302; Information Science 103; Mathematics 107; one statistics course (Mathematics 110, Psychology 109, 110, or Political Science 211); and one research methods course (to be taken in the department which is to be combined with Administration and

Management for the major, or in any of the other social science areas if that is more appropriate). It is strongly recommended that the student complete two economics courses and English 103.

Minor Requirements:

The following courses are required for the administration and management minor: Administration and Management 101, 201, 222, 223, 306, Information Science 103, and Mathematics 107. It is strongly recommended that the student complete two economics courses and English 103.

101. The Modern Corporation: An Introduction to Contemporary Business.

The economic and social setting of business in contemporary industrial society is examined, with emphasis on its impact, functions, forms, values, and responsibilities. Students are introduced to administrative and managerial purposes and processes.

The course considers several aspects of business operations, including financing and ownership, production, marketing, growth and development, and the decision-making process. Also studied are the relationships between business institutions and their several publics: consumers, employees, owners, governments, schools, and the local community. The impact of business on the physical environment is examined.

201. Experiencing Organizations.

This course applies the behavioral sciences to each student's experiences in organizations. Beginning with the individual as an organization, the course will develop understanding of the structure, function, and environment of work and other social organizations. Students will be exposed to a variety of types of organizations, including business, government, medical, education, religious and volunteer systems.

Particular emphasis will be placed on recognizing and influencing the relationship of various components of the organization to increase organizational effectiveness. Prerequisite: Administration and Management 101 or permission of the instructor; it is highly recommended that Psychology 101 or Sociology 101 be taken previously.

202. Managing Organizations.

This course provides an introduction to the role and functions of managers in organizations. Areas which will be explored are work, its design and distribution; personnel, their selection, training, and evaluation; communication, its design and implementation; decision-making, appropriate means for different problems; innovation and social responsibility, the limits of a manager's function. Throughout the study we will consider the relationship of style of interpersonal communication, use of power, control, and accountability to the success of the manager. Prerequisite: Administration and Management 201.

222, 223. Financial Analysis and Managerial Accounting I, II.

This course is designed to enable the non-accountant to gain an understanding of basic accounting theory and commonly used accounting terminology and practice. Students will be taught the objectives of basic financial statements, how to read the financial statement captions and supporting data, and how to interpret the financial data presented. The focus of the course is upon principles, objectives and interpretation rather than bookkeeping techniques. Prerequisite: Mathematics 106 or equivalent.

250. Group Study in Administration and Management: Internships.

Students will have field placements in some aspect of the administration and management of an organization. The particulars of each field placement will be negotiated by the student and her field sponsor. Participants will meet as a group throughout the placement period for discussions with one another and with faculty. Each student will keep a journal and write a final report regarding the organization. Prerequisite: Administration and Management 101, Administration and Management 201, and permission of instructors.

302. Values in Contemporary Organizations.

In this course students will develop the skills for identifying value issues and conflicts which are encountered by modern organizations, especially those issues encountered in the interface between the organization and society. The students will analyze the elements of the value issues, formulate solutions and

critically consider the consequences of the proposed solutions.

Format of the course will be the seminar. Readings from major interdisciplinary and social sciences writers will include articles and books about multinational corporations, law and organizations, politics and organizations and the effects of historical development on organizations. Prerequisites: Administration and Management 201 and 202.

304. Non-Profit and Volunteer Systems.

This course offers an understanding of the nature of volunteerism and the structures that emerge. It will consider private, public, and self-authorized non-profit groups which serve community, health, profession, work, or education needs, e.g., American Red Cross, Crisis Intervention, National Student Lobby, AIA, Iron and Steel Institute, etc.

Theory and practice in recruiting, contracting, planning, supervising, scheduling, evaluating, and reporting will be provided. The course will offer a system for adapting the ideas and methods recorded in business literature for use in volunteer systems.

Prerequisites: Administration and Management 101, 201, 202.

306. Marketing.

This course will explain the marketing function which profit, non-profit, and volunteer organizations need in order to sell a product or service, or to interest potential clients, members or investors. Case studies will provide the vehicle for using research and statistical analysis to determine markets and to forecast effectiveness of marketing plans. Issues of ethics, legal regulations and the media will also be explored. Prerequisites: Administration and Management 101 and 102.

322. Problem Solving Seminar.

The seminar provides students with an opportunity to integrate the functional, analytical, and conceptual skills they have already gained into decision-making processes. Additionally, they will learn to identify and assess the forces for and against change; understand and practice influencing others and being influenced. They will use a number of problem solving methods in order to determine the relevance of method to organ-

ization and issue. Local resource persons and facilities will be utilized, and preparation of plans for the tutorial will be emphasized. Prerequisites: Administration and Management 101, 201, 202 and permission of the instructor.

351. Special Topics.

This course varies from year to year with emphasis on different areas of importance in the contemporary theory and practice of management.

500, 501, 502. Independent Study.

603, 604. Tutorial.

Communication

The Communication Program provides an interdisciplinary approach to the study of communication systems that permeate our existence. It provides students with a theoretical approach to the analysis of messages in all the media of human expression. Students will develop their abilities to write, speak and look effectively. It also provides students with the opportunity to apply their critical abilities in the creation of media productions. Finally, the Program offers the student the opportunity to experience the reality of on-the-job media work through the College Internship Program. The Program is designed especially for students interested in a wide range of careers including publishing, journalism, public relations, advertising, broadcasting, and film or students interested in graduate study in the field.

Major Requirements:

16 courses including: 101 or 201, 102, 195, 301, one approved internship, English 103, Philosophy 119, five corollary courses, and the tutorial. In addition, students must demonstrate a proficiency in language either by reaching the intermediate level in a foreign language or by taking an approved Information Science sequence.

Interdepartmental Major Requirements:

Eight courses in communication including: 101 or 201, 102, 193, 195, and four approved communication courses at the 200 level or above. While not included in

the required eight courses, students must take one approved communication internship and the tutorial must integrate the two disciplines combined in the interdepartmental major. Such a combined major must be approved by both departments and supported by a letter from a full-time faculty member who will advise and direct the student's course work and tutorial.

Minor Requirements:

Seven courses in communication including: 101 or 201, 102, 193 or 195, and four approved communication courses at the 200 level or above. There are no internship or tutorial requirements for a communication minor.

Core Courses:

101. Introduction to Communication.

A course designed to introduce students to all areas of human communication. Beginning with an overview of the field, the course critically surveys the research done in intrapersonal, interpersonal, small group, and mass communication. This includes an analysis of both verbal and nonverbal behavior.

102. Mass Communication.

A critical study of the growth, functions and effects of the media on mass communication. Major emphasis is placed on the information systems which have developed in contemporary society, including the print media, photography, film and the electronic media. Prerequisite: 101 or permission of the instructor.

192. Photo I.

This course is designed to introduce students to the basic techniques of exposure and development in black-and-white photography. Emphasis is on technical as well as aesthetic characteristics. The photograph will be studied as a medium for documentation, representation, and expression. Limited enrollment. See Program Director for registration. Prerequisite: Permission of Program Director.

193. Visual Studies.

An interdisciplinary study of the principles of design and visual perception. This course explores the ele-

ments of visual literacy with special emphasis on such concepts as balance, color, illusion, and movement. Students will develop their abilities to appreciate and use the visual mode of communication more effectively.

195. Media Production I.

An examination of the process and products of visual media software and their uses. Emphasis is on illustration, paste-ups, preservation, coloring, lettering, photography and duplication of visual materials. Term projects include transparencies, slides, mounting, lamination, introduction to process camera, photosketching, grid drawings, and mounting for display.

200. Equipment Utilization and Media Resources.

An introduction to the media hardware used for projected and audio presentations. Emphasis is on using various film projectors; audio taping and sound mixing; overhead and sound/synch slide systems. Students will use portable and studio video equipment. Additional emphasis will be placed on designing resource centers. Prerequisite: Communication 195 and permission of the instructor.

201. Communication Systems and Theories.

A critical study of the major contemporary theories of communication developed within the fields of communication, rhetoric, and related disciplines. Beginning with an analysis of the goals of theory construction in the natural and social sciences, students will explore alternative systems in specific research contexts. This will enable students to apply these theoretical concepts to areas of their own interest.

202. News and Feature Writing.

A workshop course designed to introduce students to the basic journalistic techniques of the print media with special emphasis on the structure and preparation of news and feature articles. Students will learn how to research, document, and write articles suitable for newspaper publication. Prerequisites: English 103 or permission of the instructor.

203. Editing and Writing.

A workshop course designed to increase the stu-

dent's ability to write factual articles. It introduces the student to the techniques of specialized reporting, interviewing, and editing. Students will write and edit articles throughout the term. Prerequisites: English 103, Communication 202, or permission of the instructor.

204. Organizational Communication.

A critical study of the communication networks in contemporary organizations. Students explore the internal and external communication patterns of organizations and analyze the effects of alternative communication styles on the functioning of the organization.

220. Persuasion.

This course will explore rhetorical and experimental studies of persuasion. It will introduce the student to the research in the field and critically examine some of the techniques developed in "selling" products, politics, and culture. It will also examine the ethical considerations relevant to these techniques. Prerequisites: Communication 101, 102, or permission of the instructor.

234. Special Topics.

A course designed to study selected topics in communication. Content varies from year to year and includes such topics as: Communication Law, Investigative Journalism, Specialized Roles in the Media, Women's Speech, and Women and the Media. May be repeated for credit with different content.

250. Group Study in Communication. Interim.

Students will have field placements with local firms and institutions in the media. The particulars of each field placement will be negotiated by the student and her field sponsor. Participants will meet as a group throughout the placement period for discussions with each other and with faculty. Each student will keep a journal and make a final presentation to the group. Prerequisites: Communication 101, English 103, and permission of the instructor.

292. Photography II.

This course is designed to acquaint students with several darkroom and photoprocessing methods. Special attention is given to working with various

photo papers, exposure manipulation in printing processes, toning, intensification, filtration, studio lighting of products, and photo-finishing techniques. It also develops the student's aesthetic sense by emphasizing principles of composition. Prerequisite: Communication 192 or portfolio and permission of the instructor.

301. Senior Seminar.

A course designed to be taken in the senior year. This course will consist of a critical analysis of selected issues in the field and will serve to synthesize the knowledge students have gained throughout their career. Students will develop their abilities to present their ideas before others and to argue persuasively. Prerequisite: Senior Class standing or permission of the instructor.

303. Emerging Communication Technologies.

This course is concerned with the newest forms of communication technologies such as cable TV and satellite communications systems. Policy options for future development in the communications field, and societal implications of an electronic culture are studied.

353. Media Production II.

An in-depth study of photo-reproduction processes. Emphasis is on the use of the 35mm, 4x5, and process cameras for difficult copy, line copy, bas relief, half-tone reproduction, title slide preparation, posterization, etch bleach, diazo conversion, metal platemaking and offset printing. Each student will present a bound book version of all projects as a portfolio for evaluation. Prerequisites: Communication 192 and 195.

355. The Language of Cinema.

This course is designed to develop the student's ability to analyze and interpret the pictorial theory and message in film. Specific emphasis is on film as a discursive medium of communication, with a critical analysis of optical effects, cutting, sounding, camera manipulation, and use of angles and sequencing. The class studies films ranging from shorts to full-length features.

500, 501, 502. Independent Study.

603-604. Tutorial.

Corollary Courses*:

These courses are drawn from departments throughout the college; the list changes from year to year as departmental offerings change. Courses are selected on the basis of their relevancy to the field of Communication. Students should choose these courses carefully in consultation with their advisor.

Administration and Management: 202: Managing Organizations; 306: Marketing.

Art: 101, 102: Drawing; 133, 134: Survey of Western Art I and II; 256: Modern Architecture; 258: Twentieth Century Art.

Information Science: See Course Offerings.

Chemistry 116: Contemporary Topics in Chemistry.

Drama 192: Speaking to Inform and Persuade.

English 141: Introduction to Descriptive Linguistics.

History 150: Popular Culture and the Media, 1900-1950; 257, 258: American Cultural History.

Mathematics 110: Elementary Statistics; 212: Probability Theory and Applications.

Philosophy 251: Philosophy of Art.

Political Science 211: Methods of Political and Social Research; 212: Elementary Statistics and Computer Analysis in Political and Social Research; 229: Public Opinion and Propaganda.

Psychology 223: Perception; 224: Motivation; 231: Social Psychology.

**Course descriptions appear under departmental offerings.*



Areas of study

Black Studies

Drama 181. Contemporary Black Drama.

A study of the growth of the Black theatre and the ways in which it reflects the cultural, social, and political history of Blacks in America. Works of selected Black poets and playwrights are analyzed through studio performances. Students are exposed to activities of Black theatre groups in Pittsburgh.

Education 322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study.

English 184. Study of Black American Writers.

A survey of literature by Black Americans. The course examines Black literature of all genres: slave narratives, poetry, novels, plays, and non-fiction. Attention is focused upon the specific social, cultural and political contexts which influenced the nature of Black writing.

English 288. Female Writers of the African Diaspora.

A study of common themes in the poetry, short stories, and novels of selected African, Caribbean, South American, and Africa-American female writers.

History 187. Afro-American History.

A survey of the saga of Afro-Americans from west Africa through slavery to emancipation in the United States. The course examines some of the major political, social, and economic developments of the Black American in American civilization. Students engage in genealogical research.

Psychology 183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure.

Religion 189. Black Theology and Black Religion.

An examination of the interpretation of the Christian church and its implications for the Black religious experience. Focus is on the Black Church as a principal agent of integration in the Black Community.

Sociology-Anthropology 182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman.

Sociology-Anthropology 188. The Black Family.

A sociological analysis of the Black family in America. The interrelationships of the socio-economic status, the social structure, and social changes affecting the Black family are emphasized.

Dance Program

In 1980, a new program was offered in cooperation with the Pittsburgh Ballet Theatre, one of the ten outstanding regional ballet companies in the country. The program enables dancer-scholars to combine study for a bachelor's degree with training in dance. Applicants are admitted to Chatham and to the official school of the PBT; the usual admissions requirements of the College are followed, and applicants are auditioned by the PBT. For more details about the dance program, contact the Admissions Office.

Information Science

103. Introduction to Information and Computer Science.

Students study how the information environment — an assembly of computers, communication systems,

libraries and people — can be organized to handle information efficiently. Fundamental computer programming techniques are presented; on-line computer systems using the BASIC programming language are utilized. In lab, each student is expected to develop some proficiency in programming and to complete a project in her field of interest. 1 unit.

202. Computer Science II.

An intermediate level course which explores topics in computer science. Algorithms, numerical methods, simulations and other advanced programming techniques are presented. Students design, develop and implement projects in BASIC PLUS and FORTRAN. 1 unit.

203. Information Science II.

An intermediate level course which covers information technology, information systems and information counseling. Emphasis is placed on how computers are utilized in organizations in the management of information systems. Students learn to design, develop, and implement projects in a data management system environment. 1 unit.

305. Information Systems Analysis.

The course develops the concepts, basic methods, and techniques of systems analysis. It focuses on today's typical information systems, their problems, and methods of solution. Prerequisite: Information Science 203.

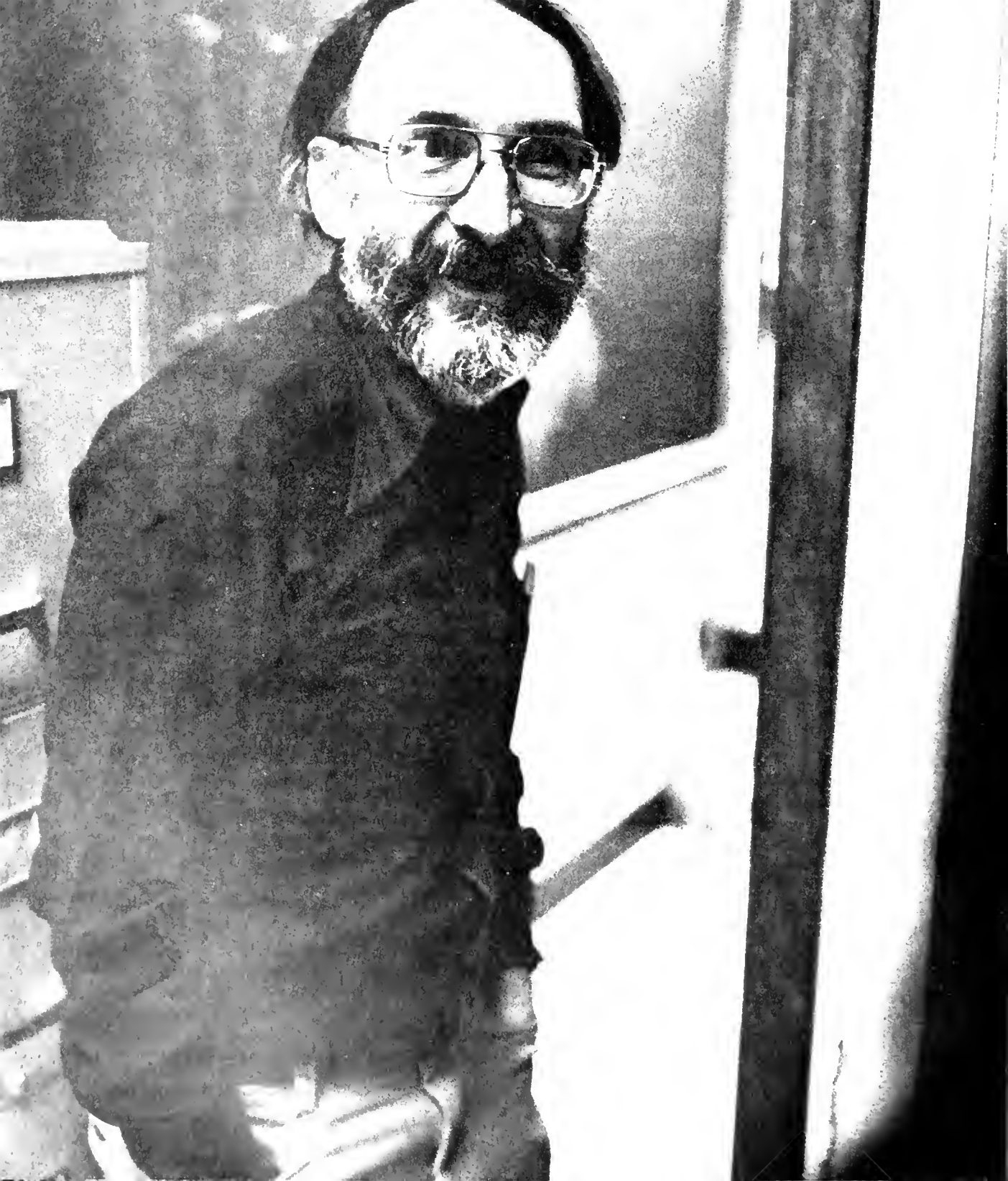
500, 501, 502. Independent Study.

Students work within an information system environment, either on or off campus, where they design, develop and implement a project for that organization. ½ or 1 unit.

Women's Studies

Although Chatham College does not have a formal program in Women's Studies, courses in a variety of departmental areas can be organized to provide such a course of study. Contact the Registrar for more information.





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Social Relationships, Arthur G. Smith

Humanities, Louis P. Coyner

Departmental Chairmen

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Biology, Norman W. Chmura

Chemistry, W. Dale Richey

Drama, Jack H. Neeson

Economics, Roswell G. Townsend

Education, Vivien Richman

English, John W. Cummins

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Index

- Academic advising,21
- Academic calendar,iii
- Academic credit,29
- Academic departments,45-100
- Academic load,29
- Academic procedures,29-31
- Academic program,11-18
- Academic standing, student,30
- Administration, College,97-98
- Administration and Management
 - Program,14
 - courses,89-91
- Admission,23-27
 - Advanced Placement Program,24
 - application fee,23, 34
 - Deferred entrance,24
 - Early Decision Plan,24
 - Early entrance,24
 - entrance examinations, optional submission of, ...23
 - foreign students,27
 - Gateway Program,26
 - guest students,26
 - from other colleges,26
 - procedures for,
 - adult part time, full time, degree,26
 - non-degree students,26
 - freshmen,23
 - guest students,26
 - transfers,25
 - readmission,27
 - staff,98
- Adult students, see Gateway Program,26
- Advanced Placement Program of the
 - College Board,24, 30
 - freshmen,25
 - transfers,25
- Advising
 - academic,21
- Advising week,iii, 21
- Anderson (Paul R.) Dining Room,6, 8-9
- Anthropology, see Sociology-Anthropology,85-88
- Art
 - courses,45-47
 - exhibits,7
 - fees,34, 45-46
 - in Pittsburgh,6
 - studios,8-9
 - Arts Program,7
- Attendance,30
 - absence from examinations,31
 - classes,30
 - leaves of absence,31
- Audio-visual facilities,5
- Auditing of courses,30, 35
- Awards,30
- Bachelor of Arts degree, requirements for,11
- Bachelor of Science degree, requirements for,11
- Beatty Hall,8-9
- Benedum (Michael L.) Hall,6, 8-9
- Berry Hall,8-9
- Biology courses,47-49
- Black affairs director,97
- Black Studies
 - courses,95
 - Program,1, 95
- Board of Trustees,103
- Bowling alleys,6
- Braun (Arthur E.) Hall of Administration,5, 8-9
- Buhl (Louise C.) Hall of Science,5, 8-9
- Buildings
 - described,5-6
 - map of,8-9
 - number of,7
- Business Services staff,98
- Calendar, academic,iii
- Campus
 - described,5-6
 - driving directions to,110
 - map of,8-9
 - security,41
- Career planning and placement,21
- Career Programs, Director of,97
- Career Programs, Office of,14, 15, 21
- Carlow College, cooperative program with,17
- Carnegie Institute,6
- Carson (Rachel) Memorial Seminar Room,6
- Carriage House,8-9
- Chapel,6, 8-9
- Charges and expenses, see also fees
 - commuting student,33
 - deposit,33, 34
 - full-time students,33
 - Gateway students,26, 27
 - installment payment plans,36

part-time students,	33
payment of,	35-36
resident students,	33
room and board,	33
schedule of payments,	35-36
tuition,	33
Chatham, Earl of,	7
Chatham-administered aid,	38
Chatham Merit Scholarship Program,	38
Chatham Student Government,	5
Chatham Visitor Program,	7
Chemistry courses,	49-51
Classes, size of,	5
Classrooms,	6
College Board Examinations,	23
College minor,	12
College Relations staff,	98
Commencement date,	iii
Communication Program,	1, 13, 91-93
Commuting students	
campus life,	5
Computer courses,	95-96
Coolidge (Cora Helen) Hall of Humanities,	5, 8-9
Cooperative arrangements with other	
colleges, universities,	17
Counseling services,	41
Courses of study,	43
departmental areas,	45
program areas,	89
Course unit,	29
Credit, academic,	29
Cross-college and university registration,	2, 17
Curriculum,	1
Dance	
Physical Education classes,	78-79
Program with Pittsburgh Ballet Theatre,	95
Day students, see commuting students,	5, 33
DeBroff, (Glenda Rich) Memorial scholarship,	38
Deferred entrance,	24
Degrees	
granted,	11
requirements for,	11
Department chairmen,	102
Departmental areas of study,	45
Departmental major,	12
Departmental minor,	12
Dilworth Hall,	6, 8-9
Dining facilities,	6, 8-9

Director of Counseling,	31, 41, 97
Dismissals,	31
Divisional chairmen,	102
Dormitories	
described,	6
head residents,	5, 97
life,	5, 6
location,	8-9
visiting hours,	5
Drama	
Edward Danforth Eddy Theatre,	6, 8-9
courses,	51-53
in Pittsburgh,	6
Play Room,	5
special programs,	7
student productions,	5
Driving directions to campus,	110
Early entrance,	22
Early decision plan,	24
Economics courses,	53-54
Edward Danforth Eddy Theatre,	6, 8-9
Education	
careers,	13
courses,	54-57
practice teaching,	13, 56-57
State certification,	54
English courses,	57-59
Enrollment	
countries represented by,	27
size of,	5
Examinations	
absence from final,	31
Advanced Placement,	24, 30
College Board,	23
course exemption and credit by,	30
dates for final,	iii
fees,	35
National Teacher,	54
Expenses, see Charges and expenses,	33
Faculty	
advisers,	21
characterized,	5
listed,	99-102
offices,	6
size of,	5
Symposium,	16
Failures,	29

Falk (Laura) Hall of Social Studies,	5, 8-9	Guest students	
Fees, see also Charges and expenses		from other colleges,	26
application for admission,	23, 34	Head residents,	5, 97-98
applied art,	34, 45	History courses,	59-63
applied music,	35, 72	History of Chatham College,	7
audit,	30, 35	Honors,	30
course changes,	30	Honor societies,	30
deposit,	34, 35, 36		
health and accident insurance,	34	<i>In absentia</i>	
Infirmary,	35	seniors,	34
Interim,	33-34	students,	29
late examination,	35	study,	29
late registration,	34	Independent study,	2, 16
overload,	29, 34	Infirmary (Woodland Hall),	41
senior <i>in absentia</i> ,	34	fees,	35
student activities,	34	location,	8-9
study abroad application,	35	staff,	98
transcript,	31	Installment payment plans for tuition,	36
Fickes Hall,	8-9	Insurance, student health and accident,	34
Field placements,	2, 15	Interdepartmental major,	12
Financial Aid		Interim,	2, 15
Chatham-administered aid,	38	courses, see also individual departmental	
Director of,	98	and program areas of study,	15
for adult students,	27, 37-38	dates,	iii
for freshmen,	37	fees,	33-34
for middle-income students,	37	registration date,	iii
for transfers,	37	study abroad,	17
for upperclassmen,	38	Internships,	2, 6, 15, 21
outside sources of aid,	38	Italian, see Modern Languages,	71
special scholarships,	38		
Financial Procedures,	33-38	Junior year abroad,	17
Ford Foundation,	7		
other national recognition,	7	Laboratories,	5-6
Foreign languages, study of,	11, 65-71	Latin,	71
Foreign students,	27	Laughlin (James) Hall,	6, 8-9
French, see Modern Languages,	65-68	Laughlin (Marjory Rea) House,	6, 8-9
Freshman Seminars,	1-2, 15-16	Law, see pre-law,	13
see also individual departmental and		Leaves of absence	
program areas of study		medical,	31
Full-time students,	33	other,	31
		voluntary,	31
Gateway House,	8-9	Lecture Hall, Earl K. Wallace,	6
Gateway Program,	26-27	Library, Jennie King Mellon	
General education,	13	described,	6
German, see Modern Languages,	68-69	location,	8-9
Grades,	29	services,	41
Graduation requirements, see degree requirements, ..	11	staff,	97
Gregg House,	8-9	Lindsay House,	8-9
Grenville House,	8-9		

Loans, student,	37
Lodge, The,	8-9
Major options,	12
departmental,	12
interdepartmental,	12
multidisciplinary,	12
requirements, see individual departmental or program areas of study	
Mathematics courses,	63-65
Media Center,	5
Medical	
fees,	35
leaves of absence,	31
services,	41
staff,	98
Medicine, see pre-medicine,	13
Mellon (Andrew W.) Center,	6, 8-9
Minna Kaufmann Ruud Scholarships,	38
Minor options	
college,	12
departmental,	12
Modern Languages courses,	65-71
Mortar Board,	30
Multidisciplinary major,	12
Music	
courses,	72-74
fees,	35, 72
groups,	5
in Pittsburgh,	6
location of department,	6
private lessons,	73-74
special programs,	7
National recognition of Chatham College,	7
National Teacher Examination,	54
Non-degree students, admission procedures for,	26
Nurse, resident,	41
Off-campus residence,	5
Opera, Pittsburgh,	6
Overload fee,	34
Part-time students,	24, 33
fees,	33
Pass-fail grading system,	29
Payment of expenses,	35-36
Pelletreau Hall,	8-9
Pennsylvania College for Women,	7
Pennsylvania Female College,	7
Pennwood West Athletic Conference,	5
Personnel,	97-102
Phi Beta Kappa,	30
Philosophy and Religion courses,	73-78
Physical Education	
courses,	78-79
facilities,	6, 8-9
Physician,	41
Physics, see Mathematics,	63-65
Pitt, William (Earl of Chatham),	7
Pittsburgh, City of,	6
Pittsburgh Council on Higher Education,	16
Play Room,	5
Political Science	
courses,	79-82
Washington, D.C. Semester,	18
Practice teaching,	13, 54
Pre-law,	13
Pre-medicine,	13
Pre-professional programs,	2, 13
Administration and management,	14
Communication,	13
education,	13
health professions,	13
law,	13
Pre-veterinary medicine,	13
Psychiatrist, consulting,	41
Psychology courses,	82-85
Publications, student,	5
Rea (Julia and James) House,	6, 8-9
Readmission, application for,	27
Recreation	
in Pittsburgh,	5, 6
on campus,	5, 6
Refunds,	36-37
Registration for courses,	30
dates of,	iii
fee for late registration,	34
freshman registration,	iii
transfer registration,	iii
Religion, see Philosophy and Religion,	74-78
Residence halls,	5, 6, 8-9
Room and board expenses,	33
Russian, see Modern Languages,	69-70
Scholarships,	38
Scholastic Aptitude and Achievement Tests,	23

Security, campus,	41
Semester in Washington,	18
Sociology-Anthropology courses,	85-87
Spanish, see Modern Languages,	70-71
Special Programs,	14
Spencer (Mary Acheson) House,	8-9
Sports	
in Pittsburgh,	5, 6
on campus,	5, 6
Students	
campus life,	5-7
characterized,	5
countries represented by,	27
participation in Pittsburgh life,	5, 6, 7
Student Activities fee,	33
Student Services staff,	97-98
Study abroad,	17
Summer study,	17
Swimming pool,	6
Symphony Orchestra, Pittsburgh,	6
Teaching certificate,	54
Tennis courts,	6, 8-9
Term of study,	29
Transcripts,	31
Transfer students	
admissions procedures,	25
conversion of credit,	26
financial aid,	37
Tuition,	33
Tuition, installment payment plans for,	36
Tutorial,	12
Vacation dates,	iii
Visiting scholars and lecturers,	7
Voluntary leave of absence,	31
Washington, D.C. Semester,	18
Withdrawal from college,	31, 36
Women's Studies,	96
Woodland Hall,	6, 8-9

Chatham College is accredited by the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools, and the American Chemical Society.

The College admits students without discrimination as to race, age, handicap, color, national or ethnic origin.



How to get to Chatham

The College campus is 20 minutes by bus or taxi from downtown Pittsburgh and approximately 35 minutes from the airport. An hour should be allowed if visitors plan to use limousine service from the airport.

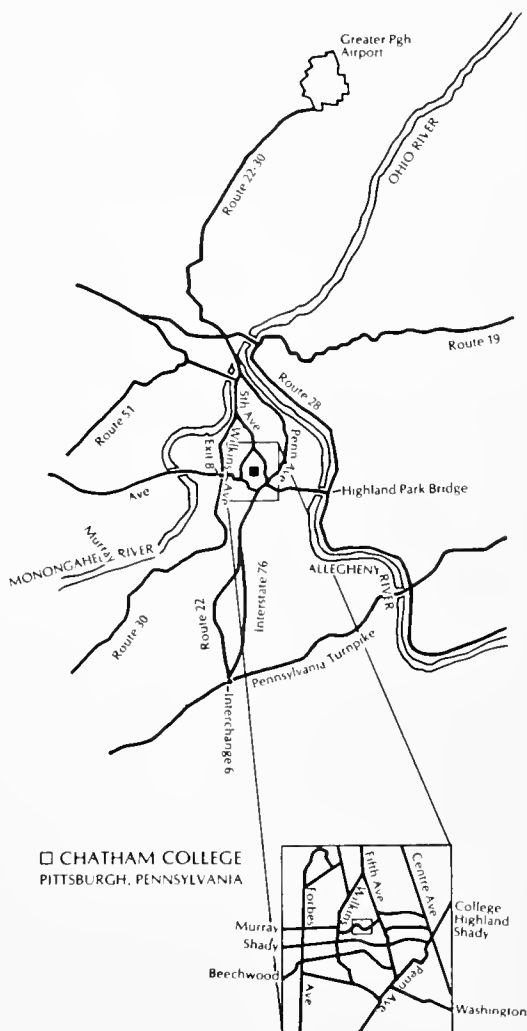
The Greater Pittsburgh International Airport is served by seven major airlines daily with flights to and from most cities in the United States. Flight time between Pittsburgh and Boston, Chicago, New York City, Washington, D.C., Atlanta, and St. Louis is 1½ hours or less.

Drivers coming *from the east and west* should exit the Pennsylvania Turnpike at Pittsburgh Interchange #6 and follow Interstate 376 (the Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after the tunnel at Squirrel Hill Exit #8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 12 miles from Exit 6 of the Turnpike to the Chatham campus.

When driving to the campus from downtown Pittsburgh or the airport, the best route is the Parkway East (Routes 22 and 30 to Interstate 376). Continue on the Parkway East to Squirrel Hill Exit #8 (last exit before the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 23 miles from the airport to the campus; five miles from downtown Pittsburgh (the Golden Triangle) to the campus.

When coming *from the west or south* on I-70 or I-79, proceed on I-79 north to the Pittsburgh exit. Take the Parkway East (I-376) to downtown Pittsburgh. Then follow the directions in paragraph four.

When coming *from the north* (western New York State area), pick up I-79 south to the Pittsburgh exit and then follow the directions from downtown Pittsburgh in paragraph four.







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CHATHAM --- COLLEGE

Academic Bulletin

1981-83



CHATHAM --- COLLEGE

Academic Bulletin

1981-83

Contents

Academic calendar	iii
Chatham and a woman's future	1
The Chatham curriculum	1
A brief history of the College	2
The place and the people	3
The Chatham community	3
The Chatham campus	3
The city	4
Life at Chatham	4
College services	6
Admission	7
Financial procedures	13
The academic program	19
The advisory program	27
Academic advising	27
Career planning and placement	27
Academic procedures	29
Courses of study	33
Administration and Management	81
Art	35
Biology	37
Black Studies	87
Chemistry	40
Communication	83
Computer Studies	88
Dance	88

Drama	41
Economics	43
Education	45
English	48
French	57
German	60
History	50
Information Science	88
Mathematics	54
Music	63
Philosophy	65
Physical Education	69
Political Science	70
Psychology	73
Religion	68
Russian	61
Sociology-Anthropology	76
Spanish	61
Women's Studies	89
Board of Trustees	91
Personnel	93
Faculty	95
Chatham College students	99
Campus map	108
How to get to Chatham	110
Index	111

Chatham College is accredited by the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools, and the American Chemical Society.

The *Academic Bulletin* is a document of record issued in August 1981 for two years. The *Bulletin* contains current information regarding the College calendar, admissions, degree requirements, fees, regulations, and course offerings.

The courses listed in the *Bulletin* are subject to change through normal academic channels. New

courses and changes in existing course work are initiated by the cognizant departments or programs and approved by the appropriate academic officials and committees. Additions to the curriculum for the ensuing year are published in the supplement to the *Academic Bulletin*.

Chatham College administers its educational policies, scholarship and loan programs, athletic and other school-administered programs without discrimination as to race, age, handicap, color, national or ethnic origin.

Academic Calendar for 1981-83

Fall Term

New students arriveTuesday, September 1
Freshman testing, advisingWednesday, September 2
Upperclassmen arriveMonday, September 7
Classes beginTuesday, September 8
New students registerTuesday, September 15
Long Weekend

Advising WeekMonday, November 9
Friday, November 13
Last class before ThanksgivingTuesday, November 24
ThanksgivingWednesday, November 25
Sunday, November 29
Spring — Interim registrationThursday, December 3
Last class of fall termFriday, December 11
Final examinationsMonday, December 14
Friday, December 18
Winter vacationSaturday, December 19
Sunday, January, 3

Interim Period

Interim breakSaturday, January 30
Tuesday, February 2

Spring Term

Classes beginWednesday, February 3
Spring vacationSaturday, March 20
Sunday, March 28
Advising WeekMonday, April 12
Friday, April 16
Fall term registrationTuesday, April 27
Last class of spring termTuesday, May 11
Final examinationsFriday, May 14
Wednesday, May 19
CommencementFriday, May 21

1982-83

Tuesday, August 31
Wednesday, September 1
Monday, September 6
Tuesday, September 7
Tuesday, September 21
Thursday, October 21
Sunday, October 24
Monday, November 8
Friday, November 12
Tuesday, November 23
Wednesday, November 24
Sunday, November 28
Thursday, December 2
Monday, December 13
Thursday, December 16
Monday, December 20
Tuesday, December 21
Sunday, January 2

January 3-28
Saturday, January 29
Wednesday, February 2

Thursday, February 3
Saturday, March 19
Sunday, March 27
Monday, April 11
Friday, April 15
Tuesday, April 26
Wednesday, May 11
Friday, May 13
Wednesday, May 18
Friday, May 20



Chatham and a woman's future

Chatham College, a private liberal arts college for women, cherishes as its main purpose educational excellence in the arts and sciences. The College is simultaneously providing an environment and the special resources which enable women to prepare themselves for dealing with the complex problems of the modern world and for professional careers that are both personally and socially beneficial. Chatham believes that a liberal arts education should make their lives more valuable both for themselves and for others, and that women are best prepared for challenging positions in science, the arts, and business and industry through programs of liberal education which contribute at the same time to the richness of their intellectual and personal lives.

Aware of the increasing freedom and responsibility of contemporary women, Chatham believes that each student must make important choices about the nature of her educational program. From the wide range of courses available at Chatham each student, with the help of her faculty adviser, designs a program which meets her own interest and needs. The high standards of the faculty insure that this program stretches her potential to its highest level. Students and faculty are convinced that with careful planning a liberal education is compatible not only with traditional liberal arts majors, such as history, English, and philosophy, but also with pre-professional programs, interdepartmental majors, and multidisciplinary majors.

Small, vigorous classes and a close faculty-student relationship are hallmarks of learning at Chatham. In addition to her experiences on campus, each student tests her interests and skills through practical work experience. Faculty members and the Office of Career Programs help students to plan internship experiences in fields such as science, business, government, the media, performing arts, and many other professional fields. Students receive academic credit for their internships, because Chatham understands the value of education outside the classroom.

Chatham's 55-acre, wooded campus offers students a special advantage — proximity to Pittsburgh. Students experience the city in all of its facets — as a major corporate headquarters, as an academic center for over 60,000 students, as a center for scientific and

medical research, and as a vibrant cultural community caught up in the excitement of a dramatic downtown renaissance.

But Pittsburgh is also a city of rivers, rolling hills, and exciting ethnic neighborhoods. Chatham students draw on all these resources as they discover the city and their place in it.

The excitement of broad opportunities; the exhilaration of discovering what you can accomplish; the independence of making a commitment to success. These are all a part of learning at Chatham.

The Chatham curriculum

Each Chatham woman is an individual. She has her own special abilities, interests, and desires. So at Chatham, each woman has her own educational program.

There are no required courses at Chatham, except courses needed to fulfill requirements in a major. All students are expected to achieve proficiency in writing, either through satisfactory performance on examinations during their first year or through course work at the College. A student can pursue her chosen field in any one of a number of ways.

She may elect a major in any of the College's established departments. The Arts and Humanities offer majors in drama, art, music, English, modern languages, and philosophy and religion. Studies in Social Sciences encompass the fields of economics, history, political science, psychology, and sociology-anthropology. The Natural Sciences and Mathematics curriculum includes bachelor of arts and bachelor of science programs in biology and chemistry.

Other options for the Chatham student are programs in communication, administration and management, Black studies, information science, and education, which offers certification at three levels and nine secondary education programs. Within an interdepartmental or multidisciplinary major, a student may combine and expand her academic program or include a specialty representing her interests.

Taken together, Chatham programs are unique. Every student participates in:

Freshman Seminars, the study of selected special top-

ics and problems, each limited to 15 students. The course is taught by those students' faculty adviser, offering an immediate opportunity for them to get to know one another.

The Senior Tutorial is an intensive, two-semester research or creative project under the individual guidance of a faculty member, which is reviewed by a tutorial board of three or more faculty and outside experts.

The Interim, taken during the month of January, is examination of a single project in a formal course on campus, an independent study project, an internship in Pittsburgh or elsewhere, or field trips and study abroad.

Students can also take advantage of the following options:

Pre-professional programs are preparation for a career in law, medicine, education, business, the health professions, and fields related to the academic disciplines.

Independent Study in any discipline is extensive work on a subject of one's own choosing with the approval and guidance of a faculty member.

Career internships and placement services support the student's academic experience with serious full-time work experience through internships in Pittsburgh and elsewhere, and with opportunities to participate in career planning workshops, to meet with corporate recruiters on campus, and to make career plans for after graduation.

Cross-registration privileges allow Chatham students to enroll for Chatham course credit at any of the nine other colleges and universities in Pittsburgh.

The Chatham student has more than merely a wide range of choices. She also has the careful guidance of

teachers, thoughtful counseling by advisers, and her own growing maturity to rely on. All combine to ensure that the program she decides to pursue is right for her.

A brief history of the College

From its beginning, Chatham has been dedicated to the education and advancement of women. The College was founded in 1869 by a group of Pittsburghers who realized that women deserved the same educational opportunities and programs as men. Chatham, known then as Pennsylvania Female College was later known as The Pennsylvania College for Women. In 1955, the College was renamed Chatham College in honor of the statesman William Pitt, first Earl of Chatham, for whom Pittsburgh is named.

At its start, Chatham was one building, 11 acres, and just over a hundred students. Today it has 30 buildings, 55 splendid acres, and educates more than 600 women. It is fully accredited, non-sectarian, and private. Chatham's endowment, over \$16.1 million, is among the largest per student of any college or university in the nation.

Throughout its history, Chatham has been a pioneer in curricular progress. Its educational growth has been impressive, and its educational programs place the College in the forefront of academic innovation.

In recognition of this tradition, Chatham has been ranked among the top ten colleges for women in the United States, and named by the Ford Foundation as one of the twelve most dynamic and innovative colleges and universities in the northeastern United States.

The place and the people

The Chatham community

Chatham College is 57 professors and 630 students living and working closely together. Classes are small, with two-thirds having no more than 15 students, so the individual student counts. Everyday in the classroom, a Chatham student takes part in a genuine exchange of ideas. She is ready to express her own ideas and expose them to the scrutiny of her classmates and teachers. Discussions are lively and often carry over after class lets out.

The Chatham student has the opportunity for close contact with her teachers, all of whom are able and accessible. Over 89 percent of the faculty hold the Ph.D. or equivalent degrees. They are not only distinguished in their own fields of learning, but they are also exceptional teachers and advisers who are committed to their fields of study and to the education of women. Faculty members are vitally interested in their students' work and progress. They are also active in student organizations and participate in many student-sponsored activities.

Chatham students come from almost two dozen states across the nation and several foreign countries (see list of students on page 99). They represent different cultural and ethnic communities, ages, economic groups, races, and religions, but they share a common spirit of independence and enthusiasm for excellence. They are open, questioning, and involved. Above all, they appreciate each other's individuality and creativity, and they celebrate each other's achievements. Sharing the excitement of growth and accomplishment, the Chatham community learns together.

The Chatham campus

Students have the opportunity to discover something of importance about each other and themselves through programs in the residence halls and through the informal camaraderie of everyday campus life. All students whose parents live outside Pittsburgh and its neighboring communities are expected to live on campus. A limited number of non-Pittsburgh students are permitted to live off campus. (They must be at least second-term freshmen.) In the residence halls, visiting hours are determined by each hall section. Adult

head-residents, many of them couples, live in each residence. Commuting students have their own lounge. If necessary, a commuter may stay overnight on occasion in a residence hall without charge. All students share in campus activities.

The College is set on 55 wooded acres in the hills of a quiet residential neighborhood of Pittsburgh. The campus is a park in the middle of the city, a village of Georgian halls and homes in a major urban center.

In the center of campus is the academic quadrangle. Coolidge Hall of Humanities, Falk Hall of Social Sciences, and Braun Hall of Administration are one long building housing many faculty and staff offices, classrooms, the language laboratory, and the media center. Next to this trio is the Buhl Hall of Science whose large, modern laboratories are supplemented by individual lab areas. In addition to its science facilities, Buhl Hall contains the Earl K. Wallace Lecture Hall and the Rachel Carson Memorial Seminar Room, honoring one of Chatham's most distinguished alumnae. Completing the quadrangle are the James Laughlin Music Center which houses the Music Department, and the Chapel which seats 700 people.

The Jennie King Mellon Library, completed in 1973, houses more than 120,000 volumes. The facilities of this modern building include colorful, comfortable individual study areas, special seminar rooms, the Art Gallery, and the Computer Center. Adjoining the library is the handsome, well-equipped Edward Danforth Eddy Theatre which seats 285 people.

The Andrew W. Mellon Center, one-time home of the former U.S. Secretary of the Treasury, is the College's student-faculty center. It houses student activities and staff offices, meeting and recreation rooms, a swimming pool, and game rooms. An addition to the Mellon house, completed in 1973, contains the Paul R. Anderson Dining Room and the campus snack bar.

Chatham's student residences provide an unusual variety of living experiences. In fact, some bear little resemblance to dormitories, since they were once the homes of some of Pittsburgh's most prominent citizens. A student may live in the Julia and James Rea House, the Marjory Rea Laughlin House, or in Benedum Hall, formerly the home of oilman Michael Benedum. Students can also live in traditional residence

halls such as Woodland or Dilworth Halls.

The campus includes a 3½-acre recreation field, three tennis courts, two paddle tennis courts, and the physical education center with its large gymnasium, dance studio, weight room, classrooms, and seminar rooms.

The city

Pittsburgh is a city of rugged beauty, awesome power, and vibrant life. The city is all around Chatham and it has become, more and more, one of the College's greatest assets.

Pittsburgh is the third largest corporate headquarters in the nation. The city and its surrounding communities are home to a vast number of private and government agencies. Pittsburgh's foundations, universities, and hospitals have international reputations for excellence, and the Chatham student can have the rich experience of an internship at many of them. Pittsburgh offers her unparalleled opportunities for real-world experience.

Cultural life in Pittsburgh is equally rich and varied. The city's cultural showcase is Heinz Hall for the Performing Arts, home of the famed Pittsburgh Symphony, the Pittsburgh Opera, Pittsburgh Ballet Theater, and the Civic Light Opera. There is art in the collections of the Carnegie Institute and other museums, as well as in the studios of a large community of local artists. There are a number of local theater companies, among them the Pittsburgh Public Theater, other resident companies, and touring companies which perform everything from Shakespeare to contemporary drama. There are innumerable poetry readings, music recitals, rock concerts, and jazz clubs.

For spectator or participant sports, there is no better place than Pittsburgh. The city is home to three of the best professional teams in the country—the Steelers, the Pirates, and the Penguins.

Only a short walk from campus, you'll find the boutiques, curio shops, and meeting places of Shadyside and Squirrel Hill, thriving neighborhood shopping areas. Oakland, which adjoins Shadyside, is the home of the University of Pittsburgh and Carnegie-Mellon University, both of which involve Chatham students in their sports, social life, and academic resources.

Life at Chatham

Students are encouraged to get involved in extra-curricular activities that give them not only responsibility but also the opportunity to apply their creative talents to make things happen. Students sit on many planning and policy committees, and they are given an important role in helping to develop the College. They have helped to shape Chatham's curriculum, have aided in planning the library and in the recruitment of new faculty members, and are consulted regularly on matters of importance to the College.

The Chatham Student Government (CSG) coordinates student involvement in College affairs. CSG gives voice to student concerns and maintains student participation on College committees. It also oversees various student boards and organizations, of which there are more than 30. For example, students are invited to contribute their artistic, writing, and business talents to publications such as the *Matrix*, the biweekly newspaper; the *Minor Bird*, the annual literary magazine; and the *Cornerstone*, the yearbook.

A number of organizations are directly related to the academic fields, such as the Biology Society, Chatham Art Society, Law Society, Mortar Board, and Speech & Debate Society. Other groups deal with social activities, volunteer service, student orientation, the judicial system, and the residence halls.

Students with dramatic or musical abilities have a number of ways to develop their talents. They may write, stage, direct, or take part in several Drama Department productions during the academic year which are presented in the fully-equipped theatre or in the experimental PLAYRoom. Students may audition for the College Choir, a campus and community favorite which celebrated its 100th anniversary in 1980-81. The choir participates in such campus events as Opening and Closing Convocations, presents its own fall and spring concerts, and through its tours and recordings reaches an audience that extends beyond Pittsburgh.

Visiting lecturers and artists are an important part of campus activity, too. The Pittsburgh Public Theater has spent several months in residence at Chatham, during which time it gave students the opportunity to get involved in its productions. The Pittsburgh Dance

Alloy has also performed and presented master classes on campus. Other recent visitors have been the French Theatre in America, *Compagnie Bernard Uzan*; the American Place Theatre; mime artists Deva Associates; the Pittsburgh New Music Ensemble; dance critic Walter Terry of *Saturday Review*; the Pittsburgh Ballet Theatre; musicians Walt Harper and All That Jazz; pianist Eunice Norton; and mezzo-soprano Pat Griffin. Each year the Chatham Art Gallery exhibits works by students and faculty as well as by such guest artists as Don Reitz, Marisol, Idelle Weber, Lynda Benglis, Paul Binai, and Paula Winokur.

In recent years guest lecturers have included columnist Judy Bachrach of the *Washington Star*; Max Robinson of ABC News; anthropologist Claire Horton;

sociologist Jacquelyne Jackson; Catherine Bedell of the U.S. International Trade Commission; Rosabeth Moss Kanter, professor of sociology and of organization and management at Yale University; and Cynthia Fuchs Epstein, professor of sociology at Queens College and the Graduate Center of City University of New York. Through its Focus on Careers Program, Chatham's Office of Career Programs has brought young professionals to campus to discuss the bridge between college and careers. Topics have ranged from women in management to career options in government, economics and finance, the performing arts, health services, special education, communication, information and computer science, and the law, to name just a few.



Catherine Bedell of U.S. International Trade Commission at Chatham as Visiting Former Member of Congress.

Athletics is also a vital part of life at Chatham. The College is a member of the Pennwood West Athletic Conference and fields intercollegiate teams in tennis, basketball, softball, volleyball, and field hockey.

Through the student-organized Chatham Recreation Association, the entire campus community may participate in intramural touch football, softball, volleyball, and basketball; running and soccer clubs; cross-country and downhill skiing; racquetball; paddle tennis; swimming; canoeing; hiking; and white-water rafting.

A Chatham student's life can be as quiet as it has to be, as challenging as she wants it to be. It is lively and contemplative, rigorous and relaxed. Living and learning at Chatham is a challenge that begins with



each student and is shared by every other student who makes a commitment to be the best she can be.

College services

Medical: The College maintains a student infirmary on campus under the direction of the College physician and a resident nurse. The physician is available during specified hours each weekday and is on call for emergencies when contacted by the College nurse. (See p. 15, Infirmary fee.)

A parent's written consent for treatment by the College medical staff is required. Parents electing to have their daughter treated by a physician of their own choice must file a written request with the Infirmary.

All students must have health and accident insurance. The College has planned for such a program with Blue Cross of Western Pennsylvania and recommends it strongly. (See p. 14, Insurance fee.) Alternative plans will be accepted if they offer equivalent benefits.

Counseling: The Director of Counseling is qualified to discuss a wide range of personal problems with students and will provide referral services when needed. Services provided by the Director of Counseling are without charge. Psychiatric counseling is available, with a fee, through a consulting psychiatrist.

Campus security: The Chatham College Woodland Road Security Force, which consists of nine experienced officers who work in shifts, is in charge of all aspects of campus security, including parking. The force is headed by a chief of security.

Library: The library staff is available to help students with any aspect of library use, including identifying sources of information for a research paper, understanding the use of the card catalog and indexes, finding materials in the library, or locating additional materials in the city. Students may schedule a research paper conference with a librarian to review information resources and search strategy for special papers and projects.

Admission

Chatham College seeks capable and highly motivated women. Applicants must be able to meet all the challenges of life and study at Chatham and be enthusiastic about learning. They must be ready to take on increasing responsibility for their own education and lives.

Chatham admits candidates who show the strongest evidence of these qualities. Selection is determined by the candidate's academic record, recommendations, an interview, and any other pertinent information furnished by the student and/or her high school. Diversity, too, is an important consideration. The College tries to enroll students from a variety of backgrounds — cultural, geographical, racial, religious, socioeconomic — with a wide range of interests and talents.

The student's high school program should emphasize English, foreign languages, history and social studies, mathematics, and the sciences. But there are no fixed requirements concerning subjects taken or the number of units in any subject. Chatham believes that the high school student should both prepare herself to do successful work in college and also follow her own interests. If a high school student has special interests and abilities in art, music, dance or drama, to name just a few, she should pursue these as much as possible.

Submission of entrance examination scores (College Board SAT, ACT) is optional.* Chatham evaluates applicants as individuals, not as test scores. The College bases its admission decisions on *all* the records submitted by the student, including her written statement on the application form.

Admission procedure for freshmen

The student and the College cooperate throughout the whole procedure of admission. Each party gains enough knowledge to make a reasonable and informed judgment about the other. The College shares

with the applicant as much information as possible on academic programs, campus activities, and student life. The applicant supplies the required supporting credentials for her application and keeps the College advised of information helpful in evaluating those credentials. New students are admitted to both fall and spring terms.

To apply for admission:

1. File an application for admission with the Admissions Office, together with a nonrefundable \$15 processing fee. The application form may be obtained by writing to the Admissions Office. In cases of extreme financial hardship, the fee may be waived. Fee waiver requests, supported by a recommending agency or counselor, should be made to the Admissions Office.

Apply early to ensure prompt completion of all preliminary arrangements and credentials, preferably before March 1 for September entrance and before December 15 for February entrance. Beginning in mid-September applications are acted upon as soon as all materials have been submitted on a rolling admissions basis. Later in the spring Freshman Seminar and dormitory assignments are made according to the order in which deposits are received.

2. *Optional, but strongly recommended.* Arrange to visit the campus and have a personal interview. Chatham urges each prospective student to come to the campus either before or after filing her application. The College welcomes both prospective students and their families. The best way for a student to learn about Chatham is by touring the campus with a student guide; talking with students, faculty, and staff; and sitting in on classes. Every effort will be made to arrange at least one class visit for student visitors. During the academic year, September to June, candidates may make arrangements in advance with the Admissions Office to stay overnight — as guests of the College — in one of the residence halls.

The visitation program offers high school seniors the opportunity to join other prospective students for an in-depth visit to the campus. The two-day programs begin on Sunday afternoon with an

In rare instances, where a student's records are not complete enough for a full evaluation, the Committee on Admission may require test data. After admission decisions are made, all freshmen will be requested to submit results of the College Board SAT or the ACT. The College will use these scores for general research and counselling purposes.



orientation program and close after lunch on Monday. They are held at intervals during the fall and spring terms and provide a chance to sample student life at Chatham, to attend classes, and to meet faculty members and students.

The Admissions Office, located in the Andrew W. Mellon Center, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, and on the second Saturday of each month from 9:00 a.m. to 12:00 noon, September to June. During the summer months, the office is closed on Saturdays and the office closes at 4:30 during the week. While visitors should make an appointment with the Admissions Office, the College tries to accommodate interested students who happen to drop in.

3. The applicant must list in her application three references from her high school: one from her counselor/dean, one from an English teacher, and one from a teacher in another academic area. If a candidate wishes, she may also request an individual with whom she has worked closely in or out of school to submit a fourth recommendation.

4. Beginning in mid-September the applicant's credentials are presented to the Admissions Committee as they are completed, and candidates are informed of the decision as soon as possible. Accepted applicants are asked to reply and pay a deposit by May 1. Applicants for February admission will be considered early in January; accepted applicants must reply by January 25 at the very latest.

Early entrance

Chatham believes that most students profit from four years in secondary school. However, mature and able students who will have finished three years of high school, and who have valid reasons for wanting to move forward, may apply for early admission to Chatham. These candidates should have the support of their parents, teachers, and counselors. The procedure for applying for early admission is the same as for regular admission to the freshman class. The interview is especially important for early admission candidates. These students are required to come to the campus for informal conversations with a faculty and a student member of the Committee on Admission, and an admissions officer.

Deferred entrance

Accepted students may postpone or defer entrance until the following term or year. The intent is to give the student more time to clarify her interests and goals, and to pursue volunteer service, independent study, travel, or work.

A deposit of \$150, applicable toward fees at the time of entrance, may be made in advance to reserve space in the following term or year.

Financial aid awards will be made the term just preceding entrance. Students needing financial assistance are requested to file the Financial Aid Form (formerly the Parents' Confidential Statement) by March 1, if planning to enroll in the fall term; or by December 15, if planning to enroll in the spring term.

Credits for Advanced Placement Program

Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are urged to take the Advanced Placement examinations. Chatham grants the equivalent of a year's course credit for grades of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, whenever appropriate, for grades 3, 4, or 5. Students who earn grades

of 4 or 5 on four Advanced Placement examinations will be admitted to Chatham at the sophomore level.

Candidates for freshman admission who have satisfactorily completed college liberal arts courses before entering Chatham will receive advanced placement and credit upon submitting an official transcript.

Admission procedure for transfer students

Chatham welcomes the opportunity to discuss the continuing educational plans of transfer candidates, including junior college and community college graduates. Students from accredited colleges may be given advanced standing at Chatham College without examination for the fall or spring terms. Their college records should show above average achievement. The high school record is considered, but greater emphasis is placed on performance at the college level.

Credits for transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours, they should first be converted to semester hours by multiplying them by 2/3.

Applicants from non-accredited or newly founded institutions not yet fully accredited should submit results from the College Entrance Examination Board College-Level Examination Program (CLEP). Information about the CLEP program, test center addresses, and costs can be obtained by writing the College-Level Examination Program, Box 1822, Princeton, New Jersey 08541. A student should take both the General Examination and one or more of the Subject Examinations, as determined in advance with Chatham. The examination results, along with the applicant's previous school and college records, will be used in making a final decision.

Students considering transfer to Chatham College for September or February entrance should become familiar with the academic program and graduation requirements. Transfer students entering as second term juniors or seniors are expected to be in residence

for three long terms and successfully complete a minimum of thirteen course units for graduation. They should also consult with a member of the admissions staff. Transfer students who apply before March 1 will be notified of the decision of the Committee on Admission no later than April 10. Those who apply after March 1 will be notified as soon as possible after all credentials are on file.

An applicant for advanced standing should:

1. File an application on a form obtained from the Admissions Office. Enclose a nonrefundable processing fee of \$15.
2. The applicant will also receive evaluation forms. These forms should be completed and returned to the College by the dean of students and two professors best qualified to describe her academic ability and motivation.
3. Request the college or colleges previously attended to send directly to the Chatham Admissions Office an official transcript of the work taken up to the time of making application to Chatham. Candidates should also request that their high school records be sent to the Admissions Office.
4. Send a marked copy of the catalogue of the college or colleges previously attended, indicating the courses for which Chatham credit is desired.
5. Request the College Entrance Examination Board to forward the results of all Advanced Placement Examination Reports or College-Level Examination Program test results. No new entrance examinations are required, unless specifically requested by Chatham.
6. If at all possible, arrange to visit the campus and meet with a member of the admissions staff and/or faculty.
7. At the close of the semester prior to entrance, request that a final transcript be sent to Chatham by the present college.

See page 17 for information concerning financial aid for transfer students.

Evaluation of Transfer Credit

About 20 percent of Chatham women are transfers from community colleges, junior colleges, and four-year institutions throughout the United States. As a rule, a transfer student admitted from an accredited institution may expect to receive credit for courses within the liberal arts tradition in which a passing grade has been earned. A tentative evaluation of transfer credits is made at the time of admission in order to provide the applicant with some indication of her class standing. A final evaluation is made by the Registrar prior to registration.

Admission procedure for guest students from other colleges

Chatham College welcomes the visiting student from other colleges and universities for either a term, an Interim, or a full year. The student should be in good standing at her own institution and have the written approval of the major academic officer of her college. She should apply at least four weeks prior to the beginning of the term. Tuition, fees, and resident charges, when appropriate, are assessed as for Chatham students. Inquiries should be addressed to the Office of Admissions.

Admission procedure for special students

Special students are defined as full- or part-time non-degree candidates. All special students are required to follow complete application procedures as outlined on page 7. Those students with advanced standing at another accredited institution of higher education should request the college or colleges previously attended to send an official transcript directly to the Chatham Admissions Office.

High School Guest Program

Chatham welcomes serious high school students who seek the additional challenge of college-level work while still in high school. The High School Guest Program admits and enrolls these young women as part-time guest students. For detailed information on this program, write to the Admissions Office.

The Gateway Program

Chatham College welcomes adult women students. The Gateway Program opens opportunities to women who have bypassed or interrupted their college experiences in order to raise families or begin careers; to women who already have a college degree but wish to enrich themselves further; and to women seeking the knowledge needed to enter a new field or develop themselves more fully in their present field.

Such mature students have made profitable use of Chatham's flexible curriculum and small classes, its relations with the city, and its personal attention to students. In recent years, increasing numbers of women have entered Chatham as full-time or part-time students, degree or non-degree students. Their success in and out of the classroom has been notable. They have contributed unique insight and maturity to the College and derived enrichment and confidence from their continuing education experiences.

The program is open to women who have not attended a college or university on a full-time basis for at

least four years. Each applicant is considered on an individual basis, so that her goals, qualifications, and problems can be given special attention.

Applicants are required to:

1. Complete an application and brief biographical essay.
2. Pay an application fee (\$5 for non-degree candidates; \$15 for degree candidates).
3. Arrange a personal interview with the Director of the Gateway Program. A degree candidate must also arrange an interview with a faculty member in her field of interest.
4. Submit any appropriate transcripts, letters of recommendation, or other relevant material.

Non-degree students must achieve a minimum C average in order to continue for a second term. Upon successful completion of two courses at Chatham, a non-degree student may petition the Committee on Academic Standing to become a degree candidate. If a student is accepted as a degree candidate, all the credits she has earned at Chatham apply toward her



degree, and regulations governing degree students become effective.

Tuition for Gateway students who are not receiving tuition assistance from corporations or other institutional sources is one-half the normal tuition for the first nine courses. Additional courses and the final nine courses in fulfillment of degree requirements will be charged at full tuition. Degree candidates may apply for financial aid.

Chatham currently awards up to nine course units for satisfactory performance in the CLEP (College-Level Examination Program) tests. The five general academic areas are English Composition, Mathematics, Social Sciences and History, Natural Sciences, and Humanities. For additional information on CLEP, students should consult the Chatham College Registrar, the Gateway Program Director, or write College-Level Examination Program, Box 1822, Princeton, N.J., 08541.

The applicant may also receive Experiential Learning Credit for equivalent academic experiences which she has gained prior to her enrollment at Chatham. For more information see page 21.

Readmission

Students who formally withdraw from Chatham, other than those who are on formal leaves of absence, are readmitted under the same procedure described for transfers (see page 9). Students are required to reapply for admission if during the previous twelve months they have **not**

- formally registered at Chatham
- been on formal leaves of absence
- officially withdrawn from Chatham

They should also arrange for an interview with the Dean of Faculty or Assistant Dean of Faculty. Completed applications and a \$15 fee should be sent to the Admissions Office no later than January 2 for the spring term or June 1 for the fall term.

Foreign students

Chatham welcomes students from other countries. In recent years, students have come from England, France, Hong Kong, Israel, Kenya, Czechoslovakia, Denmark, Sweden, and Uganda. Some enrolled independently; others have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Foreign students should have their credentials on file with the College no later than January 15 preceding the fall in which they wish to enroll.

Competence in use of the English language is a condition for admission. To evaluate this competence, Chatham requests that foreign applicants, whether or not they are from English-speaking countries, take and submit results of the Test of English as a Foreign Language (TOEFL) or the SAT. Information concerning these examinations is available from Educational Testing Service, Princeton, New Jersey 08540.

Financial aid for foreign students is quite limited and rarely includes the full cost of tuition, room, and board. All foreign students must complete the Foreign Student's Financial Aid Application and Declaration when applying for admission to the College. This form will be sent to the student when she inquires or applies to Chatham.

Financial procedures

Charges and expenses*

All the fees a student pays cover only 55 percent of the cost of her Chatham education. Private gifts and income from endowment and other sources must meet the difference between the full cost and the actual tuition charges. Parents who are able to contribute further to the cost of their daughter's education are encouraged to do so.

Charges for full-time and part-time students

For purposes of determining charges due, a student attending Chatham for the entire academic year is defined as being full time if she takes between seven (7) and nine (9) units. A full-time student is charged a flat tuition rate in both the fall and spring terms. A student enrolled in less than seven (7) units for the entire academic year is defined as being part time. A part-time student is charged a per unit fee for each course unit taken.

For those students enrolled for only one term, or one term and the Interim, a full-time student is defined as one taking between three (3) and five (5) units. Anyone enrolled for less than three (3) units is defined as being part time.

Resident students

Charges for the year:

Tuition	\$4975
Room and board	2425
Student activities fee	80
	<u>\$7480</u>

Payable:

By May 1 for new students; by April 20 for returning students	\$ 150
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On or before August 1	3630
(plus the \$50 refundable deposit required of newly registered students)	
On or before January 15	3700
	<u>\$7480</u>

Tuition may be paid in installments. See p. 16 for details.

Commuting students

Charges for the year:

Tuition	\$4975
Student activities fee	80
	<u>\$5055</u>

Payable:

By May 1 for new students; by April 20 for returning students	\$ 150
On or before August 1	2417.50
(plus the \$50 refundable deposit required of newly registered students)	
On or before January 15	2487.50
	<u>\$5055.00</u>

Part-time students

Charges for part time:

Tuition	\$590 per course unit
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Payable:

On or before August 1 (fall term)	\$ 590
On or before January 15 (spring term)	\$ 590
If more than one course unit will be taken, the balance is due on or before registration each term.	

Special Interim course fees

For regular full-time students who take Interim courses on campus, there are no additional tuition, room, or board costs. Some Interim courses, though, may involve extra expenses for special supplies or for travel.

*The College reserves the right to alter charges and expenses in accordance with whatever economic changes might occur.

Students visiting Chatham during the Interim in a one-for-one exchange program will not be required to pay room, board, or tuition charges. If there is not a one-for-one exchange between Chatham and the visiting student's home college, the tuition fee will be waived. However, a \$225 charge will be assessed to cover room and board, and a refundable \$15 deposit will be required.

In the absence of any exchange agreement, visiting students will be charged \$590 per course and, if they wish to live on campus, \$295 for room and board.

Other fees

Application for admission \$15
The application fee is not refundable and is not credited on any College bill.

Deposit \$50
Newly registered students must pay a one-time deposit of \$50 on or before August 1 (January 15 if admitted at mid-year). The deposit, less any bills due the College, will be refunded on graduation or withdrawal.

Late registration fee \$15
Because of the additional work for the College and special handling involved in registering students after the normal date, a \$15 fee is due from late registrants.

Student activities fee \$80
This fee entitles each student to all student publications, admission to College social events, student-sponsored concerts and lectures, and membership in the Chatham Recreation Association and Chatham Student Government. The fee was established at the request of the Chatham Student Government, and is collected from both residents and commuters.

Overload fee \$590 per course unit
For all academic programs exceeding nine (9) units per academic year, there will be an overload charge assessed in the second term. If the student attends only one term, or one term and the Interim, the overload fee will be charged for each unit taken over five.

However, because the College wishes to en-

courage intellectual curiosity, it will cancel the fee of overload units that are not used to fulfill graduation requirements. To request this cancellation, a student has the option of signing a voucher promising to pay the overload fee at the time of her graduation, at the rate prevailing at that time, if the overload unit(s) are used to fulfill graduation requirements. If the overload is not used for this purpose, the fee is cancelled. If this option is not chosen, the fee must be paid at the time it is assessed.

In the case of an overload preceding a withdrawal or leave of absence, the fee must be paid at the time of withdrawal or leave. This is the case even if one of the above-mentioned vouchers had previously been signed.

All financial aid recipients with overload charges should see the Director of Financial Aid after the overload is a reality. They may be granted additional assistance — in various forms — to cover the overload charges. (See Academic Procedures section, page 29 for additional details regarding the overload policy.)

Senior *in absentia* fee \$590
When a senior is permitted, in some emergency to complete all or a portion of her senior year *in absentia*, she will be charged a \$590 fee. This fee will be waived if the student is enrolled in and paying for the tutorial during the *in absentia* period.

Applied art fee \$40 per course unit
Students enrolled in the Art Department's ceramics and two- and three-dimensional studio courses pay this fee to help defray the cost of materials and supplies.

Student health and accident insurance \$102.12 per year
Students are required to have health and accident insurance; they are responsible for making their own arrangements for such coverage. The College offers such insurance with Blue Cross of Western Pennsylvania at \$102.12 for 12 months. Students file claims directly with the insurance agent. Alternate insurance plans are acceptable

The student must provide written proof of alternate insurance coverage if she does not subscribe to the College plan. Questions about the medical insurance program should be directed to the Treasurer. The cost of this insurance plan is subject to change.

Infirmery fee \$10 per day

The resident student's fee covers seven days' care in the College infirmery. Additional days are charged at \$6 per day. The student must pay for medicine and for part of the College physician's charges (\$5 per visit). The College bills the student for medical charges. (See page 6, Medical Services.)

Examination fees \$10

A student who fails to take any required examination at the regularly scheduled time must pay a late examination fee of \$10. The College does not charge students for any exemption or credit they may earn by examination. When an outside examiner is needed, the student is asked to pay a special examiner's fee.

Audit fee \$25

Any student who registers for a course on a recorded audit basis will be charged a non-refundable fee of \$25 payable at time of registration. Although an overload fee will not be charged, the academic regulations for overload must be maintained.

Photography laboratory fee \$40

The fee is charged for all photography and audio-visual courses requiring additional instructional supplies.

Applied music fee \$170 per course unit

The applied music fee is charged each term for a one hour lesson per week of private instruction in piano, organ, voice, violin, or other instrument. One half-hour lesson per week (one-half course unit) is \$85. Students majoring in music may take four course units of applied music, at the rate of one unit per term, without charge in the junior and senior years.

Study Abroad application fee:

Students who apply for Study Abroad programs

will be charged a non-refundable fee to cover processing.

Term or year program \$15

Summer study program \$15

Payment of expenses

Statements of accounts are mailed to parents or guardians of students about one month before the due date. Checks should be made payable to Chatham College, and addressed to Chatham College, Woodland Road, Pittsburgh, Pa. 15232, Attention: Treasurer's Office. Payments must be made by the due date. Any unpaid accounts are charged at a rate of one percent monthly on the unpaid balance. No exceptions will be made without written permission from the Treasurer of the College.

If a student fails to make a satisfactory plan for payment of her account, or fails to make satisfactory payments on the payment plan selected, the College reserves the right to:

Withdraw charging privileges at the Bookstore; withhold grades; withhold transcript of her college work; withhold statement of transfer in good standing; cancel dining hall privileges; request that a student vacate her residence hall room; cancel the student's registration at the College; and withhold granting of the degree and graduation.

When a student is notified that any of the above sanctions have been placed against her, she will have ten days in which to appeal the decision to the Treasurer of the College.

When any of these sanctions have been applied against a student, or where payments are not made within 10 days from when due, a special account default fee of twenty-five dollars (\$25) will be added to the student's bill.

Each month during the academic year, students will receive statements of accounts showing charges for Bookstore purchases, Infirmery bills, guest charges, etc. Payment is due within 25 days; charging privileges may be withdrawn if the student account is delinquent.

All returning students must pay a \$150 advance de-

posit by April 20 each year. This payment is not refundable except to a student ineligible to return because of academic failure. The \$150 is applied to charges for the academic year as long as the student registers for courses. A student will forfeit the \$150 if she draws for a room in May, but later elects to live off campus.

The advance payment reserves a place for the student in the College. Unless the College knows that a student is returning, it is obliged to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim, pay one-half of the stated rates for the College year. Full-time seniors who attend one term or a term and an Interim in order to complete final degree requirements, will be assessed one-half the annual charges.

Installment payment plans

Some parents or students may prefer to pay tuition and fees in monthly installments during the year. This convenience is available through the College or various tuition payment plans.

One option involves payment of the *net annual charges* in monthly installments through either E.F.I. Fund Management or Academic Management Services. These are outside agencies serving as the College's representative in administering the plans. Both organizations are highly recommended and the choice is entirely up to you. More detailed information regarding these two plans is available upon request.

An option also available is paying each term's charges in monthly installments: August 15 through November 15 for the fall term, January 15 through April 15 for the spring term. Again, more detailed information is available upon request.

Insurance for Off-campus Programs

The College is not responsible for any claims resulting from a student's participation in these off-campus programs. Students and/or their parents should review their insurance coverage before enrolling in any such program.

Refunds

If a student gives the College written notice of withdrawal prior to the first day of classes, she will be

refunded all advance payments of tuition and room and board, except for the \$150 advance payment. A student who files a notice of withdrawal after the start of classes, but before the conclusion of the second week of the term, will be liable for forfeited charges in the amount of 20 percent of tuition, room and board, and fees. If she notified the College of withdrawal after the end of the second week of classes but prior to the end of the fourth week of classes, 50% of tuition, room and board, and fees will be charged.

Where a student is withdrawing from the residence hall only, \$150 will be forfeited prior to the first scheduled day of occupancy. On or after the first scheduled day of occupancy but prior to the end of the first week of classes, the student will be liable for \$150 plus 20% of room and a pro-rated portion of board. After the end of the first week of classes but prior to the end of the fourth week of classes, 100% of room plus a pro-rated portion of board will be forfeited. This policy is applicable where a student has arranged for on-campus living or was required to but did not obtain off-campus living approval.

Where payments to date are less than forfeited charges, the difference will be due and payable upon withdrawal. Where payments to date are greater than the forfeited charges, the excess of payments over forfeited charges will be refunded. No refunds or reductions of charges will be made without exception, after the first four weeks of classes. Appeals regarding any aspect of the charges, payments, or refund process should be addressed in writing to the Treasurer's Office.

Withdrawal for this purpose will be considered as encompassing leaves of absence and Junior Year Abroad programs.

For the purpose of computing any refund, a student's official withdrawal date will be the date on which the Assistant Dean of Faculty or Director of Counseling receives her completed notice of withdrawal. The College will not refund a student's initial \$50 deposit until she has formally completed the notification of withdrawal.

Where withdrawal from the residence hall is involved, the date used for calculation of fees or refund due will be the date on which the Dean of Student

Services receives written notification of the student's intent to live off-campus, subject to the approval of the request to live off-campus.

Financial aid

Chatham has an outstanding program of financial aid available, with over 60 percent of Chatham students receiving some form of financial assistance annually. Generally, financial awards at the College range from \$100 to \$6700 per year, and aid is usually awarded as a "package" including a grant, a job, and a loan. Some forms of financial aid may cover special programs, such as Study Abroad or the Washington Semester. These awards include the Pell Grant, state scholarships, outside grants, and the National Direct Student Loan (NDSL); for more information, students should contact the Financial Aid Office.

A student must reapply each year for financial aid. She can expect assistance to be continued as long as her financial need continues and she makes satisfactory academic progress. The amount of aid received in years after the initial award will depend on the student and her family's resources and the continuing availability of financial aid funds from outside sources, such as the federal and state governments. As the student makes academic progress, she will be expected to assume reasonable additional financial responsibility for her education through a reasonable increase in the self-help portion of her financial aid package.

Financial need is the main criterion to determine a student's eligibility for assistance. If her family has a relatively high income, she should not automatically assume that she is ineligible for financial aid.

Financial aid for freshmen

Freshmen are awarded financial aid on the basis of their need. Applicants for financial aid should submit the following financial information at the same time they submit their admissions application:

1. The Financial Aid Form should be filed with the College Scholarship Service. This form may be obtained from a student's high school guidance counselor (available after January 1).
2. The Chatham financial aid application.

3. A copy of the family's most recently filed IRS 1040 form.

Additional information on all sources of financial aid may be obtained by requesting the College's brochure on financial aid from the Admissions Office.

Financial aid for transfers

Students who enter Chatham with advanced standing are eligible for financial aid as described for freshmen.

Financial aid for upperclassmen

Students of the three upper classes are eligible for a number of endowed scholarships and scholarships contributed by individuals, groups, and foundations. These scholarships are awarded on the basis of need, academic achievement, and contributions to the Chatham community.

Chatham-administered aid

Chatham Grants come from College funds and are based on financial need. The awards vary in amount and do not require repayment.

Supplemental Educational Opportunity Grants are federal funds administered through Chatham to a limited number of students of exceptional financial need. Students must be enrolled at least half time and be in good standing; when the number of qualified applicants exceeds available funds, full-time students are given priority. Grants range from \$200 to \$1500 per academic year.

National Direct Student Loans are awarded, in almost every case, in combination with grants and work. Students may borrow up to a maximum of \$6000 for four undergraduate years. These loans carry a legal obligation for repayment, beginning six months after graduation.

Work Assignments/Work-Study are two programs which enable students to earn money. Work Assignments are paid from Chatham funds; the Work-Study Program is federally sponsored. Students work on campus in such jobs as library assistant, lab assistant, child care center aide, and resident hall receptionist.

Outside sources of aid

Pell Grants, administered by the federal government, range from \$200 to \$1750 per year. Applications are available through high school counselors or the Chatham Financial Aid Office.

State Grants are administered through the financial aid agency of each state. Students requesting financial aid from Chatham who are residents of the following states *must* apply for state scholarships: Connecticut, Massachusetts, Pennsylvania, Rhode Island, Ohio, New Jersey, Vermont, West Virginia, Delaware, and Washington, D.C. Awards range from \$100 to \$1500. Applications are available through high school counselors or the appropriate state agency.

Federally Insured/State Guaranteed Loans are low-interest, long-term loans to aid students who are enrolled on at least a half-time basis. A dependent student may borrow up to \$2500 a year with a maximum of \$12,500 for five years, while an independent student may borrow up to \$3000 a year with a maximum of \$15,000. Loans disbursed to first-time borrowers for

enrollment after January 1, 1981, will be repaid at nine percent interest with a six-month grace period. All others will continue to be charged seven percent with repayment due nine months after graduation.

Special scholarships

Minna Kaufmann Ruud Scholarships are awarded to students with outstanding talent in voice, regardless of financial need, who desire a liberal arts education. Special priority is given to those who plan to pursue careers in the operatic, concert, or teaching fields.

Chatham Merit Scholarships are awarded to five incoming freshmen who demonstrate outstanding academic ability, regardless of financial need. Each is a \$2000 scholarship.

Glenda Rich DeBroff Memorial Scholarship is awarded to a student who shows promise of high academic achievement, motivation, and service to the Chatham community. The student must be in financial need and the award is used for her Interim project.

The academic program

Chatham believes that the primary purpose of the college experience is the pursuit of learning in all its forms. But it recognizes that individuals choose to seek knowledge in different ways, with many different goals in mind. The College offers the student the freedom to decide on her own individual curricular program.

Whatever curriculum the student chooses, it will be guided by several convictions common to every Chatham education:

- that narrow vision and intolerance can be overcome through an understanding of the realities presented by the liberal arts, and through the testing of ideas and methods;
- that one must learn *how* to learn — how to identify problems, evaluate evidence, and pursue solutions;
- that one must learn to judge ideas critically and express ideas effectively;
- that in the pursuit of learning, imagination is as important and useful as reason.

Chatham believes that the ability to write and speak the English language clearly and precisely is fundamental to the pursuit of knowledge. All Chatham students are expected to achieve high standards in written and oral communication. And to gain greater understanding of our own language and culture as well as other cultures, Chatham students are encouraged to study foreign languages. The ability to read works and journals in their original form, for example, greatly enhances one's appreciation of literature, history, philosophy, current events, and scholarly efforts in all fields. Students should therefore take every opportunity to become proficient in one or more foreign languages. They may also be advised to become familiar with current technology in their fields of interest through work with the College's computer system or audio-visual and television equipment in the Media Center.

Chatham seeks to develop in a woman an openness to ideas and issues, a sharp analytical sense in dealing with them, and a precision in thinking, speaking, and writing about her own ideas. These qualities grow under the discipline of scholarship, the give-and-take

of the classroom, and the free exchange of thoughts among thoughtful people.

Degree requirements

The Bachelor of Arts degree at Chatham may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent including two approved Interim programs;
2. the satisfactory completion of the tutorial;
3. the completion of a minimum of 22 units at Chatham College.* All Chatham-directed Interim courses and courses taken in cross-registration are credited toward fulfilling the residence requirement. Transfer students entering Chatham with advanced standing beyond the freshman year are required to complete a minimum of 17 units at Chatham College.* Transfer students entering Chatham with second term junior or senior standing are required to be in residence for three long terms and successfully complete a minimum of 13 units.*
4. the passing of a writing examination or the satisfactory completion of Expository Writing I by the end of the sophomore year. For junior and senior transfer students the requirement must be satisfied during the first long term of enrollment.

The Bachelor of Science degree at Chatham may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent including two approved Interim programs;
2. the satisfactory completion of the major in chemistry or in biology; a chemistry or biology major is also possible for the Bachelor of Arts degree.
3. the satisfactory completion of the tutorial;
4. the completion of the residence requirements outlined in Item 3 above.
5. the completion of the writing requirements outlined in Item 4 above.

**The last six units of the degree must be completed in residence.*

Major options

A student who wishes to concentrate her efforts may do so in any of these ways:

Departmental Major: Major programs are offered in the following areas and programs: Administration and Management, Art, Biology, Chemistry, Communication, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology-Anthropology, and Spanish. Each department determines the requirements for its majors.

Interdepartmental Major: A major may be pursued through concentrated study in two related departments or programs. Such a major consists of a minimum of eight (8) course units in each of the two departments or programs, exclusive of the tutorial. Four course units in each department must be at the 200 level or above. Individual departments or programs may require specific courses in fulfillment of the above requirements. The tutorial must integrate the subject matter of the two departments or programs. Such a major must be approved by both departments and supported by a letter from a full-time faculty member who has agreed to advise the student and to direct her program, particularly in the interrelations of subjects to be studied.

Multidisciplinary Major: A major program may also be pursued through concentrated study of several disciplines bearing on a single concern, possibly disciplines not usually considered related. The major may be built around a single topic. Each of these majors must be approved by a committee of three full-time faculty members, which is composed of the student's academic adviser and two other faculty members from disciplines most closely related to the proposed major. The responsibility for the approval and the monitoring of the major rests with this committee.

Each student who considers undertaking a multidisciplinary major must consult with her faculty adviser concerning the selection of her major committee. The student prepares a proposal for her major which must include, but not be limited to, a statement of educational goals, the purpose of the proposed

major, a detailed plan of study which includes all courses which would be applied to the major, and a bibliography which reflects the body of knowledge upon which the major is built. The plan of study must adhere to the following guidelines: 1) the major consists of no fewer than 12 course units, including the two units of the tutorial; 2) no more than one independent study and one internship can be applied toward the major; and 3) seven of the 12 course units must be at the 200 level or above.

Minor options

A student, at her option, may pursue a minor if she is majoring in one of the traditional departments or programs.

Departmental Minor: Such a minor consists of a minimum of six and a maximum of eight course units and includes a sufficient number of introductory and upper level courses. Internships and independent studies may be part of the requirements. There are no tutorial requirements as part of the minor.

College Minor: Such a minor is designed by faculty members, departments, or programs and focuses on a specialized field or area. A college minor is interdisciplinary in nature.

The tutorial

An extended independent project, the tutorial, gains its focus from a continuing dialogue between the student and her tutor. The study, undertaken during the senior year, normally centers in the student's major. It may be conducted, at least in part, in the context of a group experience such as a seminar. The tutorial may include such programs as field work, creative work in any of the arts, scientific research, independent scholarly research, or independent reading.

The tutorial consists of two course units of internally related study, selected by the student and her faculty tutor. In an interdepartmental major, the tutorial must have the approval of the two departments. Normally, the two course units are consecutive, in two long terms.

During the first term of the tutorial, each student chooses at least two other faculty members as reader/examiners, normally one from within the department, and one from outside the department but in the discipline or area of competence most closely related to the subject matter of the tutorial. The tutor and reader/examiners give the student a critical evaluation of her work during a sequence of meetings held during the course of study. At the end of the first term, the tutor grades the student's work. The grade, to be used by the Committee on Academic Standing, does not become part of the student's permanent record.

At the end of the second term, the student gives her tutor and reader/examiners a written articulation of her tutorial experience. Together, the student and tutor decide on the scope of the writing, which may range from a brief report or synopsis to a substantial paper. The student must also have an oral defense of her tutorial with her tutor and reader/examiners, and other faculty members and students if desired.

General education

The College offers a wide selection of courses of general interest, designed to acquaint students with the problems, topics, methods, and resources of diverse areas of knowledge. Some courses are interdisciplinary or multidisciplinary; others center in a single discipline. While none are closed to majors, certain courses are recommended for the student not concentrating in the area. General education courses are drawn from the following areas:

1. problems and techniques of abstract or formal reasoning;
2. scientific inquiry characterized primarily by success in explaining physical events by laws;
3. scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses;
4. non-verbal aesthetic experience;
5. the literary arts;
6. the history of some aspect of man's cultural development;
7. critical attempts to deal with the problems

raised by man's intellectual, aesthetic, and moral experience.

Experiential Learning Credit

Experiential Learning Credit is granted for an equivalent academic experience which an individual has gained through employment, job training, or other situations which departments feel meet the requirements for granting academic credit. Upon the recommendation of the appropriate department, and with the approval of the Committee on Academic Standing, degree candidates may be granted Experiential Learning Credit. The student must have had these experiences before enrolling at Chatham. A degree student must apply for Experiential Learning Credit by the time she has completed eight (8) course units at Chatham and may earn a maximum of eight (8) course units. Students seeking Experiential Learning Credit should apply to departments by following procedures defined by the Committee on Academic Standing.

Pre-professional programs

A student planning a career in the professions follows a special sequence of courses, and her progress is followed closely. To prepare for the health professions — medicine, dentistry, veterinary medicine, public health — a student takes a series of chemistry and biology courses, along with basic courses in mathematics and physics. She may decide to major in chemistry or biology, or in some cases pursue other majors, as long as she has completed the courses required for admission to a professional school.

In a pre-law program, a student may major in any one of several fields, including English, history, political science, economics, philosophy. Above all else, she must concentrate on developing her ability to think, write, and speak precisely and effectively.

For a career in elementary or secondary school teaching, a student majors in her chosen field of interest rather than in education itself. In order to receive state certification as a teacher, she must complete a sequence of courses in the principles and practice of education (see p. 45). She will also be expected to participate in field experience, including student

teaching, during her course of study. Practice teaching can begin as early as her freshman year, giving her an early idea of what teaching is like, and a major head start in practical experience.

All pre-professional students receive guidance and assistance throughout their academic careers. The College advises students on courses of study, provides information on professional school admissions tests and requirements, and helps with the whole process of applying to professional schools.

The Communication Program provides students with a theoretical approach to the analysis of messages in all the media of human expression. Students will develop their abilities to write, speak and look effectively. It also provides students with the opportunity to apply their critical abilities in the creation of media productions. Finally, the program offers the student the opportunity to experience the reality of on-the-job media work through the College Internship Program.

The program in Administration and Management is designed to prepare Chatham women to begin a career leading to administering or managing at various levels and in a wide variety of institutions and agencies. The program offers the student thorough training in leadership. It considers the functions and values of management in business, government, and the non-profit sector. Even more importantly, the program gives the student the background she needs to understand many facets of administration and management, whether financial, political, or technological.

Special programs

Women in Science Program

Industrial Chemistry with a Management Option

The program is designed for women with degrees in science and substantial backgrounds in chemistry. Its purpose is to enable women to enter or re-enter careers in science. Industrial Chemistry with a Management Option is a flexible 12-month certificate program designed to update the participants' knowledge and skills in chemistry. Modern instrumental techniques and the use of the computer are featured. After completion of the core courses, a variety of course options, including management and economics courses, are available. Included in this portion of the

program is an internship in industry, a full-time one- or two-month work experience; a mini-course in employment seeking skills; and recruitment activities. As an adjunct to the program, a career workshop is held in October. Some women whose degrees are in fields other than chemistry may wish to combine this program with a second bachelor's degree in chemistry. Further information may be obtained from the Women in Science Office.

Essentials of Business Administration Program for Liberal Arts Graduates

Chatham offers a six-week summer certificate program for women liberal arts graduates who are interested in entering the business world. Students in the program develop an appreciation and understanding of the business world in areas such as management, organizational structure, business values, basic economics, planning, finance, and accounting. They also receive extensive job counseling in preparation for entry-level positions in business.

Chatham Management Seminar

The College also offers a three-week summer certificate program for women who have recently achieved management positions, or are perceived to have the potential for such achievement. The program is designed to develop effective analytical and behavioral managerial skills through instruction in management principles, organizational communication, organizational behavior, and problem solving; through such electives as economics, data management and information science, and marketing; and by preparing participants to address practical issues such as motivation, stress management, and office organization and technology.

Career Development Programs

The Office of Career Programs has a unique career development program in cooperation with major corporations. The program is designed to assist employees identify their career goals through career advising and planning, and self-assessment sessions, as well as individual counseling sessions with special

faculty advisers. The program is in its third year and is continuing to grow.

Community Services Programs

The Office of Community Services at Chatham offers several programs each year which are geared to promoting the education and advancement of women in the community.

Money Management . . . Invest in Yourself is an eight-week course which helps women become more knowledgeable in personal finance planning, basic economics, real estate, retirement and pension planning, trusts and estate planning, investment options, and the legal rights of women.

New Directions for Women Workshop is presented by Community Services and Chatham's Office of Career Programs. It is designed to help women assess their prior experiences, explore opportunities, make decisions, and determine how to achieve their goals. Workshop topics include self-evaluation, interest assessment, and use of resources.

The Interim

The Interim, the one month separating the fall and spring terms, is a special time for the student to approach her education independently and creatively. During the Interim, she can concentrate on one project of her own choosing. Learning is not limited to regular curriculum offerings, nor tied to the geographical boundaries of the campus or the fixed time of the lecture hour.

The Interim offers students a variety of options from which to choose, including Chatham sponsored on-campus courses, Chatham sponsored off-campus courses, traditional independent studies, internships, and courses at other 4-1-4 colleges. The student can even use the month to study abroad.

A student must complete two approved Interim programs. If she chooses, though, she may enroll in every interim throughout her four years, and receive credit for each satisfactory project.

During recent Interims, Chatham offered the following formal courses and projects:

Art:	Narrative Art
	Art History Field Trip: Greece

Communication:	The Language of Cinema
Drama:	Theatre in England
English:	English Poetic Tradition
History:	Vienna: Finale and Prelude
Modern Languages:	Comparative Languages Spanish in Mexico
Political Science:	The Sixties: Camelot to Kent State
Sociology/ Anthropology:	The Culture of Schooling

Internships

An internship gives a student real-world work experience that lets her test possible career choices and later lets her acquire in-depth experience. Chatham students are welcome as interns all over the city. They are given responsible, important work to do and the opportunity to learn the inner workings of businesses, government agencies, and social institutions. A student finishes an internship with a much better idea of what she wants to do in life. She also has gained invaluable experience to note on her record when she seeks employment after graduation.

Internships are normally arranged by the Office of Career Programs and can take place during any term. Recently, Chatham students have served as interns in the following areas:

Curriculum development:	Carnegie-Mellon University
Advertising sales:	KQV/WDVE Radios
Computer programming:	Health & Welfare Planning Association
Pathology:	West Penn Hospital
Far East sales:	Dravo Corporation
Community services:	Bell of Pennsylvania
Retailing:	Gimbels
Employee communication:	Gulf Oil Corporation
International banking:	Pittsburgh National Bank
Minority justice:	NAACP (Washington, D.C.)
Restaurant management:	Pittsburgh Hilton

Research & museum display: Colonial Williamsburg Foundation
 Stage management: Pittsburgh Opera
 TV production: KDKA-TV's "Pittsburgh 2day"
 Political polling: Creamer, Inc.
 Crisis intervention: Shuman Center
 Corporate accounting: Sharon Steel Corporation
 Administrative planning: Parks & Recreation Department, City of Pittsburgh
 Architectural design: Damianos & Associates

Freshman seminars

The College offers a special group of topic-oriented and problem-oriented seminars which are especially designed for full-time entering freshmen. All entering freshmen must enroll in one of these seminars, the purpose of which is to articulate, consider, and research a common problem. In the seminars, a freshman begins to learn about the whole process of academic inquiry and discussion and about the importance of her writing and speaking skills. She can identify her weaknesses in communication and take steps to correct them. Freshman seminars usually meet on a three-hours-per-week schedule; however, each seminar is designed differently, and the normal class schedule may not always apply.

This year, with support from the National Endowment for the Humanities, each of the freshman seminars shares certain interests with two other seminars; these natural groupings are known as "clusters." The seminars of a cluster have a certain number of assignments and projects in common and meet together at intervals throughout the term for discussion, field trips, films, special speakers, and other occasions to explore their common interests. The clusters scheduled for Fall 1981 are:

Cluster I. Work and Leisure

Authors, Audience, Work and Play
 Work and Leisure in History
 The Arts of Work and Leisure

Cluster II. The Finite Earth: Problems of Energy, Food and Development

The Politics of the Energy Crisis
 Current Topics in Health and Nutrition
 Historical Background of Contemporary Problems

Cluster III. Sex, Psyche and Society

Knowledge for What?
 Sexes: Stress and Madness
 Feminism and Existentialism

Cluster IV. Thinking About Women

The Philosophy of Sexual Love
 Language in Society
 Laughter and Lamentation

Seminar offerings are listed under the various academic departments in this Bulletin.

Faculty symposium

The Faculty Symposium serves as another kind of innovative course. Two or more faculty members may schedule a symposium on a subject relevant to their disciplines, or to discuss and probe scholarship in which they are engaged. Appropriately qualified students may enroll for credit in the symposium and take an active part in the process of scholarly investigation, discourse, and argumentation.

Independent study

Independent study gives the student the chance to do important work and to design a project of her choice with her faculty adviser. Her work often takes her far beyond the formal curriculum and deep into the subject. Independent study imparts a sense of academic discipline and great intellectual self-reliance.

A student doing independent study works closely with a professor of her choice. Before registration, the student should make arrangements with the professor and determine the nature and scope of the work, as well as the amount of credit she is to receive.

All departments offer independent study. Recent projects have included the following:

Russian literature of the 19th century
 Mathematical economics
 Sociological aspects of psychiatric institutions
 Mathematics/Physics for the theatre

- Development of speech in exceptional children
- Study of clinical nutrition and diabetes
- Pictorial analysis of Black women in America
- Teaching English as a second language
- Study of anatomy through the use of clay sculpture
- Children's programming (with WQED)
- Study of function and structure of the ear (with Eye and Ear Hospital)
- Study of the influence of Schopenhauer and Nietzsche on Herman Hesse
- Cultural study of Dahomey
- Hormonal aspects of cardiovascular disease (with May Institute for Medical Research)
- The Baroque era in Germany
- Law, ethics, and individual responsibility
- Study of six French suites of the keyboard by Bach
- Corporations and Congress

Cooperative arrangements with other Pittsburgh colleges and universities

Students at Chatham College can take advantage of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, Point Park College, Robert Morris College, LaRoche College, the Community College of Allegheny County, and the Pittsburgh Theological Seminary are members of the Pittsburgh Council on Higher Education (PCHE).

The Council sponsors interinstitutional programs, so students from each college and university may study with students from other colleges and become members of a greater university community.

Cross-college and university registration

Any full-time undergraduate student attending a PCHE member institution may enroll in courses during the academic year at any other member institution (see list). Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally, a student may enroll in any course

accredited towards a baccalaureate program in arts and sciences. She will receive full credit for the course, and her grade will be transferred to her Chatham record. The academic regulations of the host institution, including the grading and honor systems, will apply in all cases. There is no additional tuition charged.

A student may obtain further information on cross-registration from the Chatham Registrar.

Study abroad

Any student may study abroad for credit in programs approved by the Committee on Academic Standing. Study abroad may take place during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs are for all classes. The Committee sets no academic performance level as a criterion for its approval, but a student should have academic competence or a specific language skill, or both, to profit fully from the program.

Chatham students may select from numerous approved programs offered either by other colleges and universities or Chatham itself. They are thus more likely to find educational experiences suited to their special academic needs. About 20 students undertake such study annually in one of the five different session units.

Some recent study abroad programs have been:

- Drama and English in London

- French Language and Culture at the Sorbonne, Paris
- Spanish Language and Culture at the University of Valladolid, Spain

- History and Economics at the University of Northern Wales, Bangor

- Russian Language and Culture at the Pushkin Russian Language Institute, Moscow

- Art History in Rome and Florence

- Spanish in Colima, Mexico

- Middle East Culture at Hebrew University, Albright Institute, and Birzeit College, Jerusalem

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs, but not later than

April 1 for programs that begin in the fall. Further information and the Chatham application form may be obtained from Professor Goldby, Coordinator of the Study Abroad Program.

Summer study

A student wishing to receive credit for summer study at the College or elsewhere must obtain, in advance of study, an approval of both the course work to be taken and the institution where it will be taken. Application for approval should be filed with the Registrar before May 1.

Semester in Washington

Juniors with good academic records and a desire to do independent field work and research are eligible for a semester in residence at The American University in Washington, D. C. Students may choose:

- the Washington Semester, with a focus on American national government;
- the Urban Semester, with a focus on urban and metropolitan problems;
- the Foreign Policy Semester, with an emphasis on the formation of U.S. foreign policy;
- the International Development Semester, with an emphasis on developing nations;
- the Economic Semester, with a focus on the formation of economic policy;
- the Science and Technology Semester, with a focus on environmental and technological concerns of modern society.

Students normally receive four Chatham course units for the programs. Students from all disciplinary backgrounds are eligible to apply.

The advisory program

Academic advising

The Chatham student is responsible for designing her own program of studies, but it is not a responsibility she has to bear alone. She can depend on the guidance and cooperation of her faculty adviser throughout her entire academic career.

Her faculty adviser helps the student gain the perspective she needs to make her decisions and plan her life. The adviser supplies information on the College's resources and how the student can take advantage of them. She is encouraged to discuss, analyze, and evaluate her hopes and plans for the future.

The advisory relationship will undoubtedly vary widely. But the student can fully expect that her adviser will be accessible whenever she needs to solve problems, make choices, or just talk things over. The adviser offers concerned and attentive consultation to help the student evaluate her efforts in light of her educational goals.

Each entering freshman will be assigned a faculty adviser who will meet with her before the beginning of classes. The adviser will be familiar with the student's record, and the two can discuss in depth a program for the first term.

Freshman course registration is not held until after the first full week of classes. During this period, freshmen may attend all courses, except Freshman Seminars, in which they might enroll. They will then be able to make informed decisions about the program they will actually pursue.

A student ordinarily remains with her freshman adviser until she has chosen a tentative major or focal interest. This choice could come as early as the end of the first term, or as late as the end of the sophomore year. At that time, the student applies to the department or professor of her choice for a major adviser. Students are free to select and change their advisers. Entering transfer students select their advisers after consultation with the Assistant Dean of Faculty.

In the second half of each long term, an advising week is designated. Each adviser then provides an hour's scheduled appointment with each of his or her advisees. (As much additional time as necessary is available throughout the year to advisees who desire

it.) The advising week is also the scheduled period for changing advisers.

Career Planning and Placement

Planning a career is an ongoing experience at Chatham College. A student is continually gathering information and making decisions about her future — in her classes, in talks with her adviser, in any of the special career programs. A large part of college life is devoted to deciding on and preparing for life's work.

The Office of Career Programs is the focal point for a student's career ambitions. It informs students of the many opportunities for putting their skills, interests, and experience to work.

The Office sponsors workshops and offers individual counseling to help students discover their career aims. It maintains and continually adds to its collection of information on work opportunities and requirements. By scheduling various programs throughout the year, including informal discussions with professionals in many new and challenging occupations, the Office makes students and faculty aware of the expanding job options for women.

The Office of Career Programs arranges internships and other field placements while the student is attending Chatham. As she begins to enter the job market, the Office will help her write a résumé and prepare for interviews. It arranges on-campus recruitment by employers and graduate schools. The Office also provides a credentials service which Chatham women can continue to use throughout their professional lives.



Academic procedures

Academic credit

The course unit is the unit of academic credit for all courses offered either in the term or the Interim. One course unit, for purposes of evaluation outside the College, is equivalent to 3.5 semester hours. Courses are valued at $\frac{1}{2}$, 1, $1\frac{1}{2}$, or 2 course units according to their listings in this Bulletin. Thirty-four course units are required for graduation.

Academic load

The normal academic load is 9 units per year. The minimum normal load is 7 units per year. Students with programs below this limit will be considered part-time, and will also be charged on a per-unit basis.

A program of 5 or more course units in any one term is considered an academic overload. To qualify to take such an overload, a student must be academically well above average. Her academic standing may qualify her automatically, or she may petition the Committee on Academic Standing for permission.

Term of study

The required 34 course units will usually be distributed as 4 units in each of 8 terms, plus at least 2 and at most 4 Interim courses. All full-time students must carry at least 3 course units per term, and they must meet the Chatham residence requirement (p. 19).

Work done *in absentia* will be credited if it has the prior approval of the responsible department or faculty committee and the Assistant Dean of Faculty. In the case of Interim courses, work must be approved by the Assistant Dean of Faculty.

Grades

The grades in use are:

A = Excellent

B = Good

C = Satisfactory

D = Minimal performance. No more than 4 course units of D can be credited toward the degree. The LP (Low Pass) is equivalent to a D for this purpose.

F = Unsatisfactory performance; no credit.

NG = No grade

I = Incomplete work in a course. This is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. Approval of the Assistant Dean of Faculty is required. Incomplete grades will not be granted for Interim courses.

In order to remove an I grade, a student must complete all required work in the course by the end of the first four weeks of the following term. Failure to do so automatically results in failure in the course.

W = Withdrawal from course with no penalty.

The Registrar reports all grades and credits earned to all students and their advisers at the close of each term. Grades are not assigned quality points. There are no grade averages, and students are not ranked.

The Pass-Fail System

The student, with the guidance of her adviser, may decide to take a course on a Pass-Fail basis rather than under the traditional grading system. Pass-Fail can relieve some of the academic pressure a student may encounter. It permits her to explore new fields or new levels of knowledge without apprehension about grades. The option remains open to every student in virtually every course.

Students choosing to take courses on a P/F basis will be graded as follows:

P = Pass; minimal value is C

LP = Low Pass; equivalent to D

F = Unsatisfactory; no credit

At registration, the student declares her option to take a course on the P/F basis. She may change this option during the first two-week period of the term.

For a few courses, especially some offered during the Interim, instructors give only P/F grades. For a few other courses required for certification by outside agencies, the P/F option is not available. For a cross-registered course, the student must declare her option to the Chatham Registrar within two weeks of the beginning of the course. Otherwise, P/F enrollment in a cross-registered course is subject to the rules of the host school.

Academic standing

Each student's progress is reviewed at the close of each term. Her academic standing — the level of advancement she has reached, the quality of the work she has completed — should be satisfactory. A student whose work does not meet expectations is not in good academic standing; she may be warned, placed on probation, or dismissed. The Committee on Academic Standing conducts such reviews, and the Assistant Dean of Faculty notifies the student and her adviser of any action taken.

Honors and awards

Departmental Honors or Program Honors are awarded at graduation to those students who have distinguished themselves in their major field or in special programs. These honors are awarded at the discretion of the student's department or adviser; they are approved by the faculty.

College honors are also conferred at commencement as follows: *cum laude*—a cumulative average of 3.5 to 3.74; *magna cum laude*—a cumulative average of 3.75 to 3.89; and *summa cum laude*—a cumulative average of 3.9 to 4.0. A student must complete a minimum of 17 course units at Chatham in order to qualify for consideration for overall honors. A student who has taken 17 to 22.5 course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 14 letter-graded Chatham course units, exclusive of internships. A student who has taken 23 to 28.5 course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 19 letter-graded Chatham course units, exclusive of internships. Finally, a student who has taken 29 or more course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 24 letter-graded Chatham course units, exclusive of internships.

Students may be nominated for the Chatham College chapters of Phi Beta Kappa and Mortar Board.

Special awards are also presented each spring to students who have excelled academically and have made outstanding contributions to college life and to community affairs.

Exemption and credit by examination

A student may be exempted from a course if she shows that she has satisfactorily fulfilled the main objectives of the course. She may also earn credit for a course by demonstrating superior achievement in a special written or oral examination.

To take these examinations, qualified students should apply to the department or faculty member involved. Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board (see p. 9).

Auditing courses

Full-time students may audit a course with the permission of the instructor. The student decides whether or not the audit will be recorded on her transcript.

If the student wants to have the audit entered on her transcript, she must meet the same course requirements as students who take the course for degree credit. She must also have the qualifications needed to take an academic overload, if applicable. The option is restricted to Chatham courses; it does not include independent study. A non-refundable fee of \$25 will be charged for each recorded audit.

Registration

Students must register for classes on the date indicated in the College calendar. There is a \$15 processing fee for registrations after this date.

With the approval of the course instructor and the faculty adviser, courses may be added throughout the first two weeks of the long terms and dropped throughout the first four weeks of the long terms. During the Interim, with the approval of the course instructor and the faculty adviser, courses may be added throughout the first three days or dropped throughout the first week. There are no academic penalties for adds and drops occurring within the prescribed deadlines.

After the prescribed deadlines, all requested course changes must be approved by the Committee on Academic Standing, the course instructor, the faculty adviser, and the Assistant Dean of Faculty. Procedures for adding and dropping courses past the deadlines can be obtained from the Assistant Dean of Faculty and the

Registrar. In all cases, a fee of \$10 will be charged for any authorized course change occurring after the prescribed deadlines.

The use of the W grade is limited to unusual circumstances which can be documented in writing and which prevent the student from completing the work of a course. If a W grade is indicated, the student should seek the approval of the Assistant Dean of Faculty prior to the end of the term.

Attendance

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. To get the fullest benefit from her courses, she must participate fully. This implies attending regularly, completing work on time, and making up work missed because of emergency absence.

Student rights, privileges, and responsibilities

Students, as citizens, have the basic rights guaranteed under the United States Constitution. These rights, including the freedoms of expression, assembly, inquiry, and security against unreasonable searches and seizures, are based on the assumption that students are rational adults, behaving in a reasonable manner, with intellectual independence, personal integrity, honesty in all relationships and consideration for the rights and well-being of others. Students, as members of an academic community, have the privilege to engage in the academic enterprise, participate in cocurricular activities, and reside in a unique living situation that enhances their moral and educational development and fosters a sense of community.

The recognition of rights and the granting of privileges by the College requires, in turn, responsibilities on the part of the students. These include, in the academic sphere, acknowledgement of the scholarship of others and the responsibility of relying on one's own work and not that of others; in the social sphere, the student must respect the laws of the Commonwealth of Pennsylvania and the nation, and each individual should act so as to ensure the rights, welfare, and security of others.

As part of the educational process, the normal patterns and procedures of the Student Judicial System are delegated to a student board, although final authority for student life lies with the President and the Board of Trustees. The right to summary suspension or dismissal in severe or emergency cases, subject to appeal, is reserved for the President of the College or the President's delegated authority. The College provides a forum for students subject to disciplinary proceedings; such proceedings are governed by the rules and regulations outlined in the Student Handbook. Students with academic grievances should confer with the Dean of Faculty.

The Family Educational Rights and Privacy Act of 1974 gives students the right to review all materials and records which are maintained in their official files. Requests to review records will be honored within 45 days of the date of request. In addition, student records including transcripts, letters of recommendation, etc., will not be released to persons outside the College without written authorization by the student.

Absence from final examinations

Unexcused absence from an examination results in a failure in the examination. The Director of Counseling or the Assistant Dean of Faculty will excuse absence only in case of illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee is \$10 per course unless waived by the Director of Counseling or Assistant Dean of Faculty.

Transcripts

Graduates and students are entitled to one transcript of their College record without charge. Each additional transcript will cost \$2. Requests for transcripts should be directed to the Office of the Registrar; checks should be made payable to Chatham College. Two weeks are required for processing.

Withdrawal

A student who wishes to withdraw from the College during the academic year must complete the *notice of withdrawal* form, which requires authorization from

parent or guardian. She then submits the form to the Assistant Dean of Faculty or Director of Counseling. Her official withdrawal date is the day on which the form is received by the appropriate officer. Refund of a student's initial \$50 deposit will only be made after the notice of withdrawal form has been received.

Upon the recommendation of the College physician, the College may request a student to withdraw for reasons of health.

Students who return to the College after withdrawal (except those on leaves of absence) must reapply and be reaccepted for admission. Requests should be sent to the Director of Admissions along with a \$15 application fee.

Leaves of absence

Medical

A medical leave of absence for a stated period may be considered instead of medical withdrawal in certain types of illness or injury. The medical leave requires the recommendation of the College physician to the Director of Counseling or the Assistant Dean of Faculty. When circumstances warrant, the College has the right to require a student to take a leave of absence.

Voluntary

If a student plans to be absent temporarily from the College, she may request a leave of absence for a stated period from the Committee on Academic Standing. She should explain her reasons and plans for this absence in a letter to the Committee. If the leave is granted, the student may return to the College at the

stated time without applying for readmission. If necessary, an extension of the leave may be granted. The student is expected to notify the Assistant Dean of Faculty and pay the \$150 deposit by April 20 prior to a fall return, or by December 1 prior to an Interim or spring return.

If students need financial assistance in order to return, they will be given full consideration. Application should be made to the Financial Aid Office.

Other leaves

Students in Junior Year Abroad programs or other programs approved in advance by the College are considered to be students *in absentia* and are carried on the College roster. They recertify their intent to return by notifying the Assistant Dean of Faculty and paying the \$150 deposit on the appropriate date.

Dismissals

The College reserves the right to dismiss at any time a student who fails to maintain the required standard of scholarship, who fails to make satisfactory overall progress, or whose continuance in college is detrimental to her health or the health of others.

Conduct which violates the stated regulations of the College or which is contrary to the intent of any rules of the College can be considered cause for disciplinary action. At the discretion of the College, this action may include required withdrawal. The welfare of the individual student is the primary concern here, as in all relationships with the College. A special probationary period may sometimes be used if it can contribute to the total development and progress of the student.

Courses of study

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen — as Art Tutorial 603-604 — the course may not be entered second term and no credit is given until two terms have been completed. If the numbers of a year course are separated by a comma — as Art 101, 102 — the course may be entered either term and taken for credit.

Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours).

Courses within each department are designated by three-digit numbers. Unless otherwise indicated in the course description, odd-numbered courses are given in the fall term, even-numbered courses are given in the spring term, and courses ending in "0" are given in the Interim term.

The first digit of the course number indicates the level of the course as follows:

- 7 = Faculty Symposia; open to students with permission of the instructor
- 6 = Tutorial
- 5 = Independent Study
- 4 = Course open to seniors only; to others with permission of the instructor
- 3 = Course open to juniors and seniors only; to others with permission of the instructor
- 2 = Course open to sophomores, juniors, and seniors only; to freshmen with permission of the instructor
- 1 = Course open to any student, providing stated course prerequisites have been met
- 0 = Course open to freshmen only

In the second digit of the course number, numbers above "6" identify certain programs as follows:

- 9 = Interdepartmental course
- 8 = Black Studies course

The College reserves the right to withdraw any course which is not elected by a sufficient number of students. Not all courses are available each academic year. Course schedules should be planned in conjunction with a time schedule available at the Registrar's Office.



Departmental areas

(See also *Program Areas, Areas of Study*)

Art

Major Requirements in Studio Art:

Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The required 100-level courses are prerequisites for most other studio courses, and should be taken before the junior year. Of the remaining six courses, at least one must be in a two-dimensional area and one in a three-dimensional area. Studio sessions normally occur twice a week for three hours each meeting. Students are expected to engage in two hours of independent work for every class hour. Except where indicated, students are expected to supply all materials (see page 14, Applied art fee). Submission of a satisfactory portfolio will be requisite for acceptance into the major program.

Major Requirements in Art History:

Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The student must complete at least one seminar in art history. At least one course at the 200 or 300 level is required in three of the following areas: Ancient, Medieval, Renaissance, Baroque, Modern, and non-Western. Students intending to pursue graduate study in art history are reminded that a reading knowledge of French and/or German is normally required upon entering a graduate program. Courses outside the department, in history, literature, and philosophy of art, are strongly recommended.

100-level courses constitute an introduction to the field, and are designed for freshmen and other students with little or no academic experience in the visual arts.

Studio Courses

101, 102. Drawing.

Through various drawing media, the course examines the practice and principles of creating and understanding a work of visual art. Perception, means of visual communication, and composition are stressed.

104. Painting.

The application of color as structure, illusion, and expression through the use of acrylics. Prerequisites: Art 101 or 102, or permission of instructor.

113. Fundamentals of Sculpture.

A study of form and space through experimentation in clay, plaster, wood, and metal. Applied art fee.

114. Life Modelling.

A study of the figure as a basis for sculptural expression and design. Prerequisite: Art 113 or permission of instructor. Applied art fee.

117. Introduction to Ceramics.

Techniques of hand-building, throwing, and glazing will be included. Applied art fee.

145. Practice and Principles of Design I.

An introduction to the problems and use of two-dimensional design. Subjects will include pattern, balance, scale, movement, rhythm, proportion, and relationships of figure to ground, using various media.

146. Practice and Principles of Design II.

A continuation of Design I with emphasis on more advanced problems. Prerequisite: Art 145 or permission of instructor.

192. Basic Photography.

A study of the black-and-white photograph; study of an experience with exposure and developing of photographic film and paper; study and practice in the photograph as documentation, representation, and expression. Prerequisite: Permission of the instructor.

193. Visual Studies.

The course aims to acquaint the student with the vocabulary of visual communication, to sensitize her to the element of design, and to alert her to the possibilities and limits of illustrating, documenting, and conveying her ideas through visual media. Class meetings will include discussions of shared readings, analysis of graphic and photographic designs, and criticism of student solutions to assigned design problems.

201, 202. Intermediate Drawing.

Prerequisite: Art 101 or 102, or permission of instructor.

203, 204. Intermediate Painting.

Prerequisite: Art 104 or permission of instructor.

205. Printmaking I.

An introduction to the techniques and aesthetics of graphic media, including drypoint, engraving, mezzo tint, etching, and aquatint. Applied art fee.

206. Printmaking II.

An exploration of the expressive possibilities of graphic media. Historical methods of printmaking will be introduced. Prerequisite: Art 205 or permission of instructor. Applied art fee.

207. Figure Drawing.

The practice of drawing from the model for the purpose of developing an understanding of the human form. Prerequisite: Art 101 or 102, or permission of instructor.

210. Raku Workshop.

An intense study of the Raku process. Proceedings from the clay form to the iridescence of the finished product, in this highly unique kind of firing. Other unusual clay and glaze techniques will be explored in conjunction with Raku. Prerequisite: Art 117 or permission of instructor.

211. Watercolor.

An exploration of transparent watercolor and its unique characteristics as a painting medium. Prerequisites: Art 101 or 102, or permission of instructor.

212. Sculpture: Carving.

The subtractive techniques of carving solid materials such as wood, stone, plaster. The use of hand tools and power equipment will be taught. Prerequisite: Art 113 or permission of instructor.

214. Sculpture: Metal.

Fabrication of metal sculpture through welding, brazing, and soldering will be explored. Prerequisite: Art 113 or permission of instructor.

216. Sculpture: Casting Techniques.

The techniques and aesthetic possibilities of non-ferrous metal casting will be explored in a workshop atmosphere. Prerequisite: Art 113 or permission of instructor.

218. Intermediate Ceramics.

A refinement of basic skills will be emphasized. Prerequisite: Art 117 or permission of instructor.

301, 302. Advanced Drawing.

Prerequisite: Art 201 or 202 or permission of instructor.

303, 304. Advanced Painting.

Prerequisite: Art 203 or 204 or permission of the instructor.

313, 314. Advanced Sculpture.

Prerequisite: Permission of instructor. Applied art fee.

501, 500, 502. Independent Study.**603-604. Tutorial.****Art History Courses****133. Survey of Western Art I.**

An introduction to the history of art and architecture in Western civilization, covering the visual arts from their beginnings in pre-history through the medieval period in Europe.

134. Survey of Western Art II.

An introduction to the history of the visual arts in Western civilization from the Renaissance to modern times.

230. Art History Field Trip.**240. Art History Field Trip: Rome and Florence.****245. Ancient Art.**

A survey of the art of the major ancient civilizations of the Mediterranean world up to the fall of Rome. Prerequisite: Art 133 or 134, or permission of instructor.

247. Medieval Art.

A survey of European art from the Early Christian through the Gothic periods.

251. Early Renaissance Art.

A survey of the art and architecture of western Europe during the 14th and 15th centuries, with special attention to the rise of humanistic values in Italy.

252. High and Late Renaissance Art.

A survey of the art and architecture of western Europe in the 16th century, stressing the grand vision of

the High Renaissance and its complex aftermath, including courtly Mannerism, Venetian sensualism, and the impact of the Reformation.

253. Baroque and Rococo Art.

A survey in depth of the various styles and aims of European art from 1600 to 1780. Prerequisite: Art 133 or 134, or permission of instructor.

256. Modern Architecture.

Lectures and discussions analyze and compare architectural styles and functions in the 20th century. Special attention is given to opposing theoretical positions, from the Bauhaus to "pop." Prerequisite: Art 134 or permission of instructor.

258. Twentieth Century Art.

A survey in depth of the major movements in the art of Europe and America since the end of the 19th century.

330, 340, 350. Seminar in Art History.

501, 500, 502. Independent Study.

603-604. Tutorial.

Biology

Major Requirements:

For the B.A. degree, 13½ course units. The following courses are required: Biology 143, 144, 241, 349, 603-604; one lecture-laboratory course in introductory chemistry, and one lecture-laboratory course in organic chemistry. Electives must include biology courses numbered 200 and above. Psychobiology and Biochemistry may be taken for credit towards the biology major. Biology 143 and 144 may be exempted on the basis of Advanced Placement or satisfactory performance on an exemption examination.

For the B.S. degree, 16½ course units, including the requirements for the B.A. degree and three additional course units in mathematics, physics, or chemistry.

Interdepartmental Major Requirements:

7 course units in biology plus Biology 603-604, or their equivalent in the cooperating department. All biology courses selected for the major are subject to

the approval of the Biology Department.

Minor Requirements:

7.5 course units in biology which satisfy the following requirements: 2 units of general biology, 1.5 units of animal science, 1.5 units of genetics, 1.5 units of botanical science, and 1 unit of elective which must be approved by the Biology Department. Chemistry is not required for the minor, but the Biology Department strongly recommends that at least 1 unit of chemistry be completed.

Non-Major Course Offerings:

Courses numbered in the 100s may be taken by any student and no prerequisites are required. Exclusive of General Biology (143-144), these courses will not count towards the major in biology. The courses in the 100 series are: Biology 120, Human Sexuality; Biology 123, Nutrition; Biology 124, Food: Production, Politics and People; Biology 141, Evolution; Evolution and Biology 153, Human Genetics.

045. Freshman Seminar: Current Topics in Health and Nutrition.

Rapid advances are being made in all areas of human health. This seminar will examine current topics in medicine and nutrition and consider the significance of these advances for the individual and society. Possible topics include aging, cancer research, euthanasia, vitamin research, and fad diets.

123. Nutrition.

An introduction to the science of nutrition. Consideration will be given to the nutrients — their composition, functions, metabolism, and sources; food handling and storage; meal preparation and planning; special nutritional needs throughout the life cycle. Integrated with this basic information will be special topics pertaining to diets, organic foods, preservatives, pesticides, feeding the world's population and related concerns.

124. Food: Production, Politics and People.

An examination of the problems and progress in the general area of world food production. Topics to be examined will include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food.

141. Evolution.

The historical aspects of organic evolution will be studied, but major emphasis will be placed upon the modern genetic theory of evolution as a continuing process. A portion of the course will deal specifically with the biological and philosophical aspects of human evolution. This course is designed for students without previous science courses, but a scientific approach to the subject will be taken. Use will be made of films and museum trips.

143, 144. General Biology.

A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week.

153. Human Genetics.

An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the student's general education in these matters, and although certain aspects of genetics will be considered in some detail, the course is not designed as a substitute for the basic course in genetics.

201. Invertebrate Zoology.

A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

203. Comparative Chordate Anatomy.

A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

204. Comparative and Experimental Embryology.

A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

212. Introduction to Gerontology.

A multi-disciplinary survey of the phenomenon of aging in animals with special reference to humans. Biological theories of aging will be discussed and related to physical, psychological, social, and economic consequences and implications. Current trends in gerontological research will be studied and related to problems confronting the elderly in our population. Prerequisites: Biology 143-144 or Introduction to Sociology or General Psychology.

216. Freshwater Biology.

The functioning of standing and running freshwater ecosystems will be examined with emphasis on the productivity, energy and nutrient flow, chemical and physical parameters, and the flora and fauna of such habitats. The management, maintenance, preservation, and pollution of these systems will also be considered. ½ unit credit. Prerequisites: Biology 143, 144.

219. Immunology.

A study of the basic principles of immunology including evolution, development and functions of the immune systems, and applications such as allergy, autoimmune diseases, transplants, and tumor immunology. ½ unit. Prerequisites: Biology 143, 144.

221. General Microbiology.

The study of fundamental characteristics of bacteria and related microorganisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Chemistry 101 or 103 and Biology 143, 144.

222. The Biology of Disease.

Lectures, demonstration, and projects illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional environmental and inherited diseases of man and animals. Considerations involved in immunity, diagnosis chemotherapy, and public health. Prerequisite: Biology 143, 144.

223. Plant Physiology.

The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

224. Botany.

The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

226. Industrial and Applied Microbiology.

A study of microorganisms as they are used and controlled for commercial purposes. Topics discussed include industrial fermentations, microbiological assays, quality control of foods, and the microbiological problems involved in water, sewage and soils. Prerequisite: Biology 143, 144, and Biology 221.

227. Water Pollution.

Readings and discussions of some of the biological, social, economic, and political problems associated with water pollution. Also, expert speakers from industry, the press, state and federal agencies, and academia will be invited to participate. Field trips will be part of the course. One three-hour meeting per week plus one hour of scheduled discussion. Prerequisite: Biology 143, 144 or permission of the instructor.

241. Genetics.

A study of the principles of inheritance in plants and animals. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

248. Ecology.

A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

258. Histology.

A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

290. Introduction to Instrumental Analysis.

This course is designed to provide an introduction to instrumental analysis for students other than chemistry majors. Theory and operation of analytical

instruments such as liquid scintillation counter, gas chromatography, UV-visible and atomic absorption spectrophotometers will be covered. Emphasis will be on laboratory work with the instruments.

301. Animal Physiology.

A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

307. Endocrinology.

A survey of the structure and functions of vertebrate endocrine glands will be made, with major emphasis on the physiological processes controlled by hormones. 1 unit. Prerequisite: Biology 143, 144.

320. Histotechnology.

Basic microhistological and advanced histochemical techniques will be taught. Students will prepare an extensive slide collection, and have the opportunity to visit histological laboratories in pathology departments at several city hospitals. Prerequisites: Biology 143, 144, Chemistry 101 or 103, Chemistry 205, 206.

340. Marine Biology.

A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held at the Pigeon Key Biological Field Station of the University of Miami, Miami, Florida. Prerequisite: Biology 143, 144 and Biology 201.

349. Seminar.

Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. Prerequisites: Biology 143, 144.

354. Special Topics.

Lectures and laboratories in selected areas of contemporary biology. 1½ courses.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Chemistry

Major Requirements:

B.S. Degree: 14½ course units, including the tutorial.

Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 431, 441, 603, and 604. Required laboratories: 114, 215, 216, and 318.

B.A. Degree: 11½ course units, including the tutorial. Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 431, 603, and 604. Required laboratories: 114, 215, and 318.

Interdepartmental Major Requirements:

Chemistry 101 or 103, 104, 114, 205, 206, 215, 311, and 312.

The following courses (or their equivalents) from other departments are prerequisites to some of the required courses in chemistry: Mathematics 101 and 102; Mathematics 251 and 252 (Physics I and II). Additional courses in mathematics are recommended. A reading knowledge of a foreign language is strongly advised. German and Russian are the most useful. It is recommended that students considering majoring in chemistry begin the chemistry sequence in their freshman year.

Minor Requirements:

Chemistry 101 or 103, 104, 114, 205, 206, 215, 311, and 1½ course units to be selected from the following courses: 216, 312, 318, 322, 338.

101. Chemistry.

Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three lectures, one discussion session, and a three-hour laboratory weekly.

102. Chemistry for Art and Archaeology.

A first chemistry course for students with established majors in art or anthropology. Principles of chemistry and the materials sciences, with emphasis on metals, ceramics, pigments, glasses, and other colored materials. Not intended for major credit in chemistry; not intended for freshmen or as a parallel to a first art or archaeology course. Prerequisites: Course work in art or archaeology.

103. Structural Chemistry.

An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly.

104. Elementary Analytical Chemistry.

Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electrochemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 101 or 103; Corequisite: Chemistry 114.

114. Quantitative Analysis Laboratory.

Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Corequisite: Chemistry 104. ½ course.

205. Organic Chemistry.

Development of the structural theory of organic compounds. Relationship of structure to reactivity; stereochemistry; types of organic reactive intermediates; and the chemistry of alkanes, alkenes and aromatic compounds will be covered. Prerequisite: Chemistry 101 or 103. Corequisite: Chemistry 215.

206. Organic Chemistry.

Discussion of organic functional groups and their chemistry. Spectroscopy, mechanisms and synthetic-type reactions included. A discussion of biologically important compounds will cover the last third of the term. Prerequisite: Chemistry 205 and Chemistry 215.

215. Elementary Organic Laboratory.

Basic manipulative skills including introduction to several chromatographic techniques are followed by chemistry of alkenes and aromatic compounds.

216. Organic Chemistry Laboratory.

Chemistry of organic functional groups. Identification of unknowns and a multi-step synthesis.

236. Industrial Chemistry Seminar.

An overview of commercially important products with stress on the research and development process. Case studies are used to illustrate how the concepts

and tools acquired in academic courses are utilized in the industrial development process. Three lectures weekly.

301. Seminar in Current Research Methodology.

Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. ½ course.

311. Physical Chemistry.

Descriptions of physiochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisite: Chemistry 104, 205, and 215, one year of calculus and one year of college physics. 1½ courses.

312. Physical Chemistry.

Electrochemistry, kinetic theory, and chemical kinetics. Three lectures weekly. Prerequisite: Chemistry 311.

318. Advanced Instrumental Chemistry.

Laboratory projects in physical and analytical chemistry using spectrometric, electrochemical, x-ray diffraction, and separation science techniques will be selected to meet the program requirements of the student. One lecture weekly with laboratory hours adjusted according to desired credit. 1 or ½ course units. Prerequisite: Chemistry 311.

322. Topics in Analytical Chemistry.

Theory of electrical, optical, chromatographic and electromagnetic methods of analysis. Two lectures a week. Prerequisite: Chemistry 311. Corequisite: Chemistry 318. ½ course.

338. Biochemistry.

Study of the chemistry and metabolism of biological compounds. Three lectures and three hours of laboratory weekly. 1½ course units. Prerequisite: Chemistry 206.

431. Advanced Inorganic Chemistry.

Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes of inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312.

441. Organic Analysis.

Systematic study of identification of pure organic compounds, involving a review of organic reactions and their application as tests for the presence of various functional groups. Instrumental methods are included. Three lectures and six hours of laboratory per week. Prerequisite: Chemistry 206, 216, and 311. 1½ courses.

501, 500, 502. Independent Study.

603-604. Tutorial.

Drama

Major Requirements:

11 drama courses, including Drama 101, 102, 103, and the tutorial.

Interdepartmental Major Requirements:

An interdepartmental major may be undertaken at the initiative of the student and with the agreement of appropriate faculty from the other department. In such a case the student should complete 8 courses in drama exclusive of the tutorial with 4 of the courses being at the 200 level or above. The tutorial must either integrate a substantial proportion of dramatic/theatrical material with the other subject or be itself a dramatic production.

Minor Requirements:

A student with a major in another department may choose to minor in drama. In such a case the student should take at least 6 courses in drama including Drama 101, 102 and Drama 103, unless exempted. Of the 6 courses required, 3 should be at the 200 level or above.

001. Freshman Seminar: Laughter and Lamentation.

This seminar reads and discusses plays; there is also a plan for the presentation of a short, challenging play. The plays have been selected because they are about the shared interests of the other seminars in the cluster and because they are themselves worth knowing. The tension between our human constitutions and the social institutions of our culture is dramatized in all of the plays, and some of them have sharp insights into "woman's nature" and "feminine behavior."

101, 102. Theatre Workshop.

The workshop is a lively course in performance skills for the actor; it is designed to develop observation, relaxation, concentration, and creativity. Methods used will include improvisation, pantomime, object-exercises, and emotional and sensory recall. Technical work in voice and body awareness will be developed through vocal drills in articulation, breathing, and kinetics. Dramatic readings culminate the semester. The second semester is a continuation of the same work with more emphasis on style, subtext, and characterization. ½ course unit.

103. First Course in Theatre.

A consideration of the main types and styles of drama as well as the various crafts of theatrical productions: scenery, lighting, costume, and acting. Students in this course participate in department productions.

105. Acting I.

Investigation and application of dynamic methods of projecting meaning on stage. Study concentrates on mime, interpretive stage movement, and improvisation.

106. Acting II.

An extension of training exercises into scenes, as well as consideration of selected methods of characterization. Application continues through improvisation but expands to include scenes and one-act plays. Prerequisite: Acting I.

107. Modern British Drama.

A study of plays from Pinero to Pinter.

108. American Drama.

A study of American plays from early Eugene O'Neill to the present. Plays will include works of Maxwell Anderson, Clifford Odets, Thornton Wilder, Lillian Hellman, Arthur Miller, Tennessee Williams, Edward Albee, and Paul Zindel.

130. Rehearsal and Production.

The work of the course is to produce a distinguished play under rehearsal conditions approximating those of the professional stage. In addition to the production there are lectures by faculty members outside the

Drama Department on subjects suggested by the content of the play.

132. Theatre in England.

The class will be based in London and will attend as large a number of productions as the situation permits. Theatre going will be reinforced by talks with British theatre people, where possible, and by preparatory lectures and critiques. If arrangements can be made to attend productions outside London (Oxford, Bristol, Edinburgh, Paris), advantage will be taken.

181. Contemporary Black Drama.

A study of the growth of the Black theatre and the ways in which it reflects the cultural, social, and political history of Blacks in America. Works of selected Black poets and playwrights are analyzed through studio performances. Students are exposed to activities of Black theatre groups in Pittsburgh.

191. Approach to Creative Dramatics.

A course designed for experimentation with the techniques used in non-scripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of these ideas through classroom experiments.

192. Speaking to Inform and Persuade.

A study of the selection of appropriate speech subjects, the gathering of relevant supporting materials, and the effective organization of those materials, with the aim of achieving a clear and responsible style of delivery.

201. Drama and Civilization.

Studies of great drama from the Greek classics to nineteenth-century realism. The plays will be considered as expressions of their cultures as well as examples of their playwright's accomplishments.

202. Modern European Drama.

Studies in drama from *Woyzeck* to *Marat/Sade*. Plays will be considered in relation to the theatrical and cultural condition in which they originated and the permanent ideas they express.

205. Playwriting.

A consideration of the special problems of writing

for the stage. Student work will be sympathetically read and constructively criticized.

208. Contemporary Dramatic Expression.

An exploration of the newer trends in theatrical practice will be made. Consideration will be given to the acting, staging, and interpretive techniques required by contemporary styles in written and non-descriptive forms of dramatic production. Advantage will be taken of experimental Pittsburgh productions by attending and evaluating significant contemporary plays as well as a critical study of written and "scenaric" style scripts. Students should budget up to \$10.00 for theatre tickets.

210. Dramatic Criticism.

Studies of the principal dramatic theories and the work of important contemporary critics, to be used as a basis for the student's own critical response to available theatre productions.

212. Theatre History.

A study through reading of period plays and other sources of the theatres, staging practices, and relationships between the play and its audience, from the Greek Threshing Circle to the Circle in the Square. A research project will be part of the work of the course.

303, 304. Directing.

The first semester is devoted to script analysis and principles of staging with emphasis on methods of revealing the meaning and insights of the playwright to the audience. Exercises that demonstrate the significance of stage position, movement, actor-relationship, line-reading, pace, and rhythm will be assigned. The second semester (optional for directing tutorial students) will be devoted to the direction of scenes and short plays for invited audiences. Prerequisite: Drama 103 and/or 105, 106.

501, 500, 502. Independent Study.

603-604. Tutorial.

Economics

Major Requirements:

Twelve courses including Economics 102 and 104 and the tutorial. Administration and Management 101, 222, 223, and 306 may be taken for major credit.

Interdepartmental Major Requirements:

Eight courses including Economics 102 and 104. Administration and Management 101, 222, 223 may not be counted when the interdepartmental major is with administration and management.

Minor Requirements:

A minor in economics will consist of at least six courses in economics. Administration and Management 101, 222, 223, and 306 require permission of the Chairman of the Economics Department to be included.

102. The American Economic System:

Microeconomics.

The role of the consumer and producer is studied in the context of the functioning of the price system in different market structures. Emphasis is placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. No prerequisite.

104. The American Economic System:

Macroeconomics (previously 101).

The concepts of national income and output are analyzed and emphasis is placed on factors which influence the level of economic activity, unemployment and inflation, including fiscal and monetary policy and the role of international economics. No prerequisite.

211. Intermediate Macroeconomics.

Application of the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Problems of unemployment and inflation, the Keynesian system and monetarism are considered in depth. Prerequisite: Economics 102 and 104.

212. Intermediate Microeconomics.

An intermediate study of the allocation of resources and the distribution of income within various market structures. Insofar as possible, theoretical economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisite: Economics 102 and 104.

214. Public Finance.

An analysis of governmental revenue, expenditure and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisite: Economics 102 and 104.

216. Money and Banking.

The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisite: Economics 102 and 104.

218. Labor Economics.

An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining, automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time and the economic effect of union and government labor policies. Prerequisite: Economics 102 and 104.

219. International Economics.

Introduction to international trade and finance; an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisite: Economics 102 and 104.

223. Industrial Organization and Public Policy.

This course analyzes the structure, conduct, and performance of American industry with an emphasis on the monopoly problem. It examines the ways in which industries become monopolized, the measurement of industrial concentration, and government policies to control monopolies, e.g. anti-trust laws and regulatory commissions. Prerequisite: Economics 102 and 104.

231. Urban Economics.

A study of the evolution and function of cities as well as an analysis of the causes and symptoms of the urban predicament. Discussion of a host of topics concerning metropolitan areas, including economic development strategies, land use patterns, mass transit, poverty, housing, finance, education, and environmental quality. Prerequisites: Economics 102 and 104.

238. Econometrics.

This course provides an introduction to the theory and application of the estimation of economic relationships. The first half of the course is devoted to rigorously developing the statistical building blocks of econometrics. The second half encompasses an in-depth survey of econometric methods and the problems of regression analysis. Prerequisites: Economics 102 and 104 and Math 110 or Political Science 212 or Psychology 109, 110.

240. Comparative Economic Systems.

This course concentrates on developing a methodology which allows the student to compare objectively one economic system with another. Several case studies of centrally planned and market economies are presented and structurally analyzed. The forces underlying systemic change are explored in a contemporary as well as historical context. Prerequisites: Economics 102 and 104.

321. Seminar on Economic Thought.

The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen, Marshall, and Keynes. Prerequisite: Economics 102, 104, and permission of instructor.

329. Seminar on Economic Development.

An examination of the economic and non-economic factors accounting for the economic growth and development of modern economically developed nations and less developed areas of the world. A review of the problems encountered in initiating and sustaining the process of economic development. Various theories of economic development and major policy issues will be discussed. Prerequisites: Economics 102, 104, and permission of the instructor.

501, 500, 502. Independent Study.

603-604. Tutorial.

Education

Requirements for Recommendation for State Certification in Teaching:

Students are recommended for nursery-third or kindergarten-sixth or secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements for the baccalaureate degree. All education students are urged to take the National Teacher Examination during their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, Psychology 251, and Education 102, 222, 321, 322, 423. Secondary certification may be earned in biology, English, Spanish, French, German, mathematics, and comprehensive social studies. Students who are seeking recommendation for certification in secondary English education are required to take, in addition, English 141, 243 or 244, and Drama 192. The required professional program for early childhood education (N-3) includes Education 102, 201, 208, 211, 215, 322, 414. The required professional program for elementary education (K-6) includes Education 102, 201, 208, 212, 213, 322, and 413. Middle

schools (grades 6, 7, 8) employ both elementary and secondary certified teachers. Students in either the elementary or secondary education program can acquire guided experiences in the middle school. Students in all programs must earn recommendation by the College for certification. All students are expected to participate in field experiences in public schools throughout the early childhood, elementary and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competence in teaching. Elective courses are offered to enrich the education sequence.

003. Freshman Seminar: Work and Leisure in History.

The seminar will investigate forms of work and leisure in the past and trace some of the changes and continuities in these basic human activities over the past two centuries. Selected themes and topics will be examined in both historical and contemporary contexts, for example, work satisfaction, women's work roles, the growth of the work ethic, and perspectives on the purpose of leisure activities. Future prospects for work and leisure in a post-industrial society will be considered.

102. Seminar in Education.

Students investigate various roles and functions of the classroom teacher. Teaching behaviors are identified and evaluated with the aid of readings in selected professional literature. Students are expected to develop skills in stating objectives for learning in terms of competencies. Students are required to devote one-half day a week as a teacher aide in the public schools. Not open to first-term freshmen.

191. Approach to Creative Dramatics.

A course designed for experimentation with the techniques used in nonscripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of the ideas through classroom experiments. (Enrollment limited to students not engaged in student teaching.)

201. The Expressive Arts in Education.

The course consists of experiences in art, music and children's literature designed to increase the student's repertoire of methods and materials used in teaching the expressive arts. Students will explore instructional processes and create original products. Emphasis is on the integration of the arts with total early childhood and elementary curricula. No field placement required. Prerequisite: Education 102.

208. Communication Skills in Education.

Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum, and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. A one-half day per week field experience is required. Prerequisite: Education 102.

210. Group Independent Study in Special Education.

Students will be placed in a variety of settings where they will have supervised field experiences in the education and management of exceptional children. Opportunities will be available to work with children with learning disabilities, the mentally retarded, emotionally disturbed, physically handicapped, gifted, blind, deaf and multiply-handicapped. The field experiences will be augmented by appropriate reading assignments, the maintenance of a journal, and group meetings for the purpose of surveying the field of special education. Prerequisite: Education 102.

211. Early Childhood Curriculum.

Students will engage in seminars, accompanied by field experiences in early childhood education, N-3. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, will be tested and evaluated through a variety of exper-

iences including microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. A one-half day per week field experience is required. Prerequisites: Education 102, 208.

212. Elementary School Curriculum.

Students will engage in seminars, accompanied by experiences in the field, and will examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings will be tested and evaluated through a variety of experiences — microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. A one-half day per week field experience is required. Prerequisites: Education 102, 208.

213. The Elementary School Child.

Opportunity is provided for systematic study of the characteristics of the five- to twelve-year-old child, in terms of his intellectual, social and emotional growth and development.

Students gain experience in the administration, scoring and interpretation of a variety of tests and measurements, and learn how to construct their own informal assessment and evaluation instruments. Through readings, discussion and problem-solving activities, students gain competencies and explore alternative strategies for dealing with: classroom management and discipline, effective uses of time and space, meeting the needs of the exceptional child in the regular classroom, and the methods for evaluating and recording individual progress in the informal classroom. A one-half day per week field experience is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

215. The Young Child.

The course is structured with emphasis on child

development from the pre-natal stages to age eight and includes knowledge of past and current research in the areas of physical, intellectual, social and emotional growth. Educational and social philosophy is stressed for the purpose of establishing objectives. Research and readings emphasize immediate and long range goals for programs nationally and internationally. In addition to classroom experience, students will gain competencies by observing infants and toddlers, participating in conferences with parents and planning programs for the entire age range, plus competency in the area of critical evaluation of tests and methods.

A one-half day per week field experience is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

222. Principles of Secondary Education.

Students analyze the role of the American high school — urban and suburban: goals of its total curriculum and academic disciplines, their structure and modes of inquiry; the adolescent, his characteristics and needs. Students also practice defining appropriate behavioral educational goals for high school pupils. Further skill in the analysis of verbal and non-verbal classroom interaction is developed. The role of reading in the secondary curriculum is investigated. Students spend one-half day per week in secondary schools in cooperation with experienced Pittsburgh teachers. Prerequisite: Education 102.

321. Teaching Methods for the Secondary Level.

Students practice effective teaching behavior and techniques for individualization of instruction. Motivation, evaluation of individual goal achievement stated in behavioral terms, and routine school activities are investigated. Video tape recordings assist in self-evaluation of teaching behavior plus the use of interaction analysis instruments. Observation and practical experiences in working in actual classrooms are continued. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. A one-half day per week field experience is required. Prerequisite: Education 102.

322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A one-half day per week field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. (See also Black Studies.)

413. Elementary Student Teaching.

Students plan sequential observations and teach at the elementary school level under the guidance of an experienced teacher and a faculty member of the Education Department. Self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: Permission of the Department Chairman. 2 course units.

414. Early Childhood Student Teaching.

Students plan sequential observations and teach at the early childhood level under the guidance of an experienced teacher and a faculty member of the Education Department. Self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: Permission of the Department Chairman. 2 course units.

423. Secondary Student Teaching.

Students plan sequential observation and teach on the secondary level. This experience is completed under the guidance of an experienced teacher and a faculty member of the Education Department. Weekly

conferences and critiques are employed for the student's assistance with the supervising teacher, college supervisor, and the academic major professor. Prerequisite: Permission of the Department Chairman. 2 course units.

501, 500, 502. Independent Study.

603-604. Tutorial.

English

Major Requirements:

12 courses including the following: the tutorial; three courses in historical periods before 1900 (i.e., 210, 211, 213, 214, 216); Shakespeare; an upper-level course in expository writing (i.e., 103); and at least one 300-level seminar. English 102 does not count toward the major.

Interdepartmental Major Requirements:

8 courses exclusive of the tutorial, including English 103 (Expository Writing II), English 222 (Shakespeare Survey), *three* courses which cover materials in *different historical periods* before 1900, and *three* electives. *One of the courses taken should be on the 300 level.* The tutorial must consider a significant literary problem or question and demonstrate the relationship between English and the other subject in the major.

Minor Requirements:

6 courses including English 103 (Expository Writing II), English 222 (Shakespeare Survey), and at least two courses which cover materials in different historical periods before 1900.

005. Freshman Seminar: Authors, Audience, Work and Play.

The seminar will examine images of work and leisure within the historical context of nineteenth- and twentieth-century fiction. Through close readings of short works from several disciplines, the course will analyze the status of writers in society, the expectations of readers, and the value of imaginative literature in the modern world. Literature may be escapist, a form of recreation, yet the author's act of re-creation may be — like the reader's — hard work as well as play.

102. Expository Writing I.

A practical course for students who need to improve their skills in grammar and usage, in digesting and arranging ideas, in marshalling suitable evidence, in illustrating a point, in composing distinct paragraphs, and in commanding various appropriate means of reaching an intended audience.

103. Expository Writing II.

A continuation of Expository Writing I, a practical course extending work with the structures of essay forms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed Expository Writing I or who command the basic skills it covers.)

110. Content and Form.

Although the specific literary topic of the course changes from semester to semester, the aims remain the same: close reading; study of the elements of poetry, fiction, and drama, with emphasis upon the interrelationships of content and form; and introduction to critical approaches and to bibliographic methods and procedures culminating in the writing of a research paper. Open to freshmen and sophomores; recommended for all students contemplating an English major.

141. An Introduction to Descriptive Linguistics.

Descriptive linguistics aims to provide an understanding of language by analyzing language in its various uses. The course provides an introduction to the scientific study of language, analyzing and describing systems of sound, of syntax and of meaning. It deals primarily with contemporary American English, though data from other languages with different structures are also examined to provide perspective. Prerequisite: A basic knowledge of at least one other language, such as might be acquired by three or four years of study in high school or two in college or permission of the instructor.

184. Study of Black American Writers.

An analysis of works, significant in historical or literary terms, by major Black writers of the 19th and 20th centuries. The readings will reflect the works of out-

standing Black writers in all genres: poetry, drama, autobiography, the novel, and the essay. (See also Black Studies.)

210. Early British Literature.

A study of major Anglo-Saxon and Medieval English literature in translation, including the epic, courtly romance, fable, allegory, and cycle drama.

211. Renaissance Literature.

A study of Elizabethan humanism, cosmology, and aesthetics with emphasis on the writings of Sidney, Spenser, Marlowe, Donne, Milton, and others.

213. Eighteenth-Century English Literature.

Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose and drama of the seventeenth and eighteenth centuries.

214. Nineteenth-Century English Literature.

A study of works representative of important cultural developments in England from romanticism to realism and the Art for Art's Sake movement. Keats, Browning, FitzGerald, Dickens, E. Brontë, Hardy, Arnold, and Wilde.

215. Twentieth-Century Literature.

A study of major British and American writers from World War I to the present, including Eliot, Joyce, Woolf, Yeats, Faulkner, Stevens, and Bellow.

216. Major American Writers I.

A study of cultural and literary developments in America, culminating with the American Renaissance.

217. Major American Writers II.

A continuation of English 216, with emphasis on such figures as Whitman, Dickinson, Twain, James, Faulkner, and Frost.

221. Chaucer.

A close study in Middle English of the *Canterbury Tales*, *Troilus and Criseyde*, and the shorter poems, with attention to the form, content, language, and cultural background. Prerequisite: English 210 or permission of the instructor.

222. Shakespeare Survey.

A representative study of Shakespeare's comedies,

histories, and tragedies as literary, dramatic, and Elizabethan art.

230. Eighteenth-Century English Novel.

A study of the antecedents of the novel and its development as a literary form in the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen.

231. Nineteenth-Century English Poets.

A study of the major works by the chief poets of the Romantic and Victorian eras.

232. Nineteenth-Century English Novel.

A study of major nineteenth century English novels both as art and as reflection of the Victorian age.

235. The Nature of Tragedy.

An exploration of tragedy as a literary mode, as an informing spirit, and as a philosophical problem. The course focuses on critical definitions of tragedy from Aristotle to the present and includes a study of representative Greek and Elizabethan tragedy, domestic tragedy, and tragic fiction.

236. The Nature of Comedy.

An exploration of comedy as a literary mode, as an informing spirit, and as a philosophical problem. The course will consider the practice of comedy in all literary genres and theories of comic composition. Among the writers discussed will be Aristophanes, Boccaccio, Cervantes, Shakespeare, Moliere, Wilde, and Shaw, as well as theoretical writings by such critics as Bergson, Aristotle, Langer, and Frye.

240. Classicism, Romanticism, and Realism.

A study of three major attitudes toward art and life through analysis of Greek drama and comparative European literature and painting of the eighteenth, nineteenth, and twentieth centuries.

243, 244. Imaginative Writing I, II.

A student in this course is expected to present a selection of her work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Reading concentrates on contemporary prose and verse. Fall

Term will concentrate on the composition of prose fiction; the Spring Term will concentrate on the composition of poetry.

288. Female Writers of the African Diaspora.

A study of common themes in the poetry, short stories, and novels of selected African, Caribbean, South American, and Africa-American female writers.

321. Milton and the Metaphysicals.

A study of the major works of Milton, Donne, and lesser-known metaphysical poets of seventeenth-century England.

338. Principles of Literary Criticism.

A course designed to extend critical abilities and to heighten appreciation of literature and of the art of criticism, by the study of literary theory and critical methods, and by the application of critical principles.

501, 500, 502. Independent Study.

603-604. Tutorial.

A two-semester investigation of a significant literary problem.

History

Major Requirements:

12 courses including History 101-102, at least two courses in United States History, at least two courses in European History beyond History 101-102 and the tutorial. It is also required that students majoring in history take at least four history courses at the level of 200 or above exclusive of the tutorial.

Interdepartmental Major Requirements:

A minimum of eight history courses including History 101-102, plus a tutorial with some historical dimension. Four of these courses, excluding the tutorial, must be at the 200 level or above.

Minor Requirements:

A minimum of six history courses including History 101-102 or 151-152. Two of these courses must be at the 200 level or above.

Corollary Requirements:

Students majoring in history are required to take at

least five courses in either one of two corollary tracks:

Humanities: These courses will include at least one course chosen from Art 133 or 134; at least one course chosen from Philosophy 223, 224, 225 or 226; and at least one course in the English Department at the level of 200 or above.

Social Relations: These courses will include Political Science 211 and at least one course each in economics, political science, psychology and sociology/anthropology.

Modification of this corollary track requirement may be made in the case of students who transfer into the college after the freshman year.

History 006. Freshman Seminar: Historical Background of Contemporary Problems.

The purpose of this course is to acquaint the student with the historical background of some of the most burning issues of the day. They have been chosen to highlight contemporary crises, but also to give an insight into how the historian living in today's world looks at the past seeking in it an understanding of the forces and issues which have led to our current predicaments. Major topics include modern ideologies and political systems, colonization and decolonization, the problem of nationalism, and man and his resources.

101. The History of Western Civilization to 1648.

The ethics and organization of European life from its Judaeo-Christian and Graeco-Roman roots up to the early modern period. The cultural heritage of Mediterranean Antiquity, the Christian and Islamic Middle Ages, the Renaissance, and the Reformation will be studied in conjunction with an examination of their political, social, and economic structures.

102. The History of Western Civilization Since 1600.

A survey of the various aspects of Europe's transformation from feudal agrarian and simple commercial life into advanced industrial capitalism, and from traditional hierarchies to present forms of centralized bureaucratic government. The course will also examine the contributions of science, technology, and the arts.

130. British Architecture and Related Social History.

The purpose of this course is to examine the evolution of British architecture from the earliest times until the present, and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter.

138. The Roles and Status of Women in Historical Perspective.

The status of women in America today is the product of several thousand years of accumulated attitudes and conditioning. This course traces the roots of many modern myths and assumptions unfavorable to women. Attitudes held toward women and by women are considered, including evidence of resistance to subordinate status.

139. The Roles and Status of Women in Contemporary Society.

The course examines the status of women during the current decade including changes which are taking place in the various roles which women play in our society. The impact of the feminist movement and other dynamic forces for change is considered, as well as those influences which work toward resistance to change. Topics include socialization and education, psychoanalysis, employment opportunities and pitfalls, marriage and divorce, equal rights and the law, the Black woman, the male experience, rape and other forms of abuse.

143. Introduction to Asian Civilization.

After a survey of the peoples and languages of India, China, and Japan, the following topics are taken up for comparative study: classical literature, the family system, the reaction to Western civilization, and communism.

145. Islamic History and Civilization Since 1500 A.D.

This course will first deal with the immediate background to the modern period, the era of the last great Muslim empires. Then it will examine the successive phases of Islamic responses to internal decline and the rise of Western hegemony. Finally, it will turn to the growth of nationalism, the achievement of inde-

pendence, the establishment of nation states, and some of the social, political, and economic problems of modernization. Emphasis will be placed on acquiring a broad view of the Muslim world in modern times.

150. Popular Culture and the Media, 1900-1950.

The course examines two areas of popular culture, pulp magazines and radio serials, during the first half of the twentieth century. Questions such as how these two media compare to other popular cultural forms, how they play upon the "psychology of continuity," and how they were received by contemporary audiences will be considered.

151. United States History, 1600-1865.

The course aims to establish a fundamental knowledge of United States history from the time of European incursion to the Civil War. The parameters and patterns of colonial life, the background and causes of the American Revolution, the establishment of the new nation, the nature of Jacksonian politics and society, and the sectional differences that resulted in the Civil War will be examined.

152. United States History Since the Civil War.

This course attempts to develop an understanding of the forces which have shaped modern America. Beginning with Reconstruction, the course moves on to an examination of the changes wrought by the social forces of industrialization, urbanization and immigration, and the responses to those changes as expressed by groups such as the Populists and the Progressives. This course will trace the origins of the general Welfare State and the United States as a world power. Readings will include a textbook and a set of primary documents.

156. Women in United States History 1890-1945.

The course examines the place of women in U. S. life in the urban-industrial era; the manner in which women then perceived themselves; and the positions assigned them by a society experiencing great social change. Some of the topics to be considered include women and war, women as immigrants, working class women, women's education, and women as reformers. Readings will be drawn from primary ma-

terials such as travel accounts, College archives, and popular media. Students are required to develop evaluative and research skills.

159. Opposition to Wars from the American Revolution to Vietnam.

The study of war has largely been confined to military and diplomatic analysis. This course proposes an alternative approach of viewing war as a cultural/sociological phenomenon which can serve as an index of contemporary American values and institutions.

Adopting such an approach we will examine those who opposed U.S. participation in various wars: the Loyalists in the American Revolution, Thoreau and others who opposed the Mexican War, the anti-imperialists of the 1890's, the pacifists and nationalists who decried World War I, the antiinterventionists of the 1940's, and the protest movement against American involvement in Vietnam.

161. Fifties, Sixties and Seventies: Post World War II America.

Concentrating on the last three decades, the course examines the reformulation of American goals, and alteration of American life in the post-World War II era. The Cold War, the Civil Rights Movement, Vietnam, ecology and the Women's Movement will be highlighted. Special attention will be paid to cultural developments such as television.

181. History of Africa: Introduction to African History from Earliest Times to the Partition.

This course is intended as a survey of African history from the earliest times to the general partition of Africa by the agencies of Western expansion. It is designed to be of interest to those having their first exposure to African society and its history as well as those with more developed backgrounds. Special emphasis will be placed upon the growth of Africa's own indigenous civilization up to about the beginning of colonialism. Slides and films will be utilized where appropriate and available.

187. Afro-American History.

Survey of the saga of Afro-Americans from West Africa through slavery to emancipation in the United States. The course will examine some of the major

political, social, and economic developments of the Black American in American civilization.

205. Ancient Greece.

The course will follow the development of Greek civilization from the Minoan Age to the Third Century B.C. The following will be considered: The Minoan and Mycenaean civilization, the Persian Wars and Herodotus' history of them, the emergence of the city-state and its flowering in Periclean Athens, the Peloponnesian Wars and Thucydides' history of them, and the rise of Alexander the Great and the Hellenistic World. Special emphasis will be placed upon the philosophical, artistic and literary contributions of Hellenic civilization.

211. Medieval History.

A survey of western civilization from the fall of Rome to the High Middle Ages. The course will examine the origins and nature of feudal society in Europe, the process of urbanization, the rise of medieval thought, culture, and architecture. The course will also discuss the parallel significance of the rise of Islam and the legacy of Byzantine Europe.

212. The Renaissance and the Reformation.

An examination of the ways in which the traditions of Western Humanism, the development of a Renaissance style, and the secularization of politics and society contributed to the formative stages of the modern world. The course will then proceed to analyze the relationship between Renaissance thought and the Protestant Reformation with special emphasis on the issues of religion and politics.

216. The Age of Reason and Enlightenment.

A study of the Age of Reason, the Enlightenment and the French Revolution, with particular emphasis upon the outlook of eighteenth century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course.

220. Vienna: Finale and Prelude.

The course focuses upon a number of seminal thinkers and artists who lived and created in turn-o

the-century Vienna; their works posed questions and problems which have had a continuing impact on twentieth century thought and culture. It will explore the thought and creative contributions of individuals such as Freud, Wittgenstein, Mahler, Schönberg and Klimt, with a view towards examining the interaction between culture and society.

221. Europe in the Nineteenth Century.

After a brief overview of the Ancien Regime, the course examines the two great revolutions which reshaped European society and politics in the nineteenth century, the French Revolution and the Industrial Revolution. Topics to be considered will range from the impact of these revolutions on the daily lives of Europeans to the gradual transformation of the parameters of European thought and culture.

222. Europe in the Twentieth Century.

The impact of World War I upon Europe, the crisis of democracy and the rise of totalitarian ideologies in the interwar period, and the decline of European influence in the world after the Second World War provide the focal points of the course. It will then explore the slow resurgence of Europe, prospects for European unity and revived European influence in international relations as a "third force."

223. Germany and the Rise of Hitler.

After surveying the formative traditions which influenced the evolution of modern Germany, the course explores the events leading to German unification in 1871, flaws in the political and socio-economic structure of the Second Reich, and the impact of World War I. The troubled Weimar Republic sets the stage for Hitler's rise to power, the destruction which he unleashed on European Jewry and the world at large, and the eventual re-division of Germany.

222. The Constitutional and Legal History of England.

This course focuses upon the medieval and early modern origins of English constitutional and legal institutions and practices prior to 1776. English experience and precedent provide the origins of American concepts of law and citizen rights under law, as well as our legal and governing institutions.

241. The History of Russia.

A study of the origins of the Russian state and nation, the rise of Muscovy, and the emergence and transformation of the Russian Empire to the end of the nineteenth century. In addition to a discussion of politics and society, the course will examine Russia's rich cultural, intellectual and literary heritage with an emphasis on the formation of a revolutionary intelligentsia.

242. History of the Soviet Union.

The course will examine the origins and significance of the Bolshevik revolution, the role of Stalin and his successors in the transformation of the Soviet state, the Cold War and "detente," the prospects for a nuclear arms limitation treaty, and the issues raised by the Russian dissidents.

253. Puritans in Old and New England: The Moral Athletes.

The Puritan faith is at the heart of Anglo-American experience in the early modern period. This course examines their beliefs and the dynamic impact of these beliefs upon their lives. Emphasis will be placed upon social history, with use of contemporary sources, biographies and literature.

254. History of the American Revolution, 1763-1787.

This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events.

255. The West: Myth and Reality.

Covering Indians, fur traders, miners, cattlemen, women, and foreign travelers, this course explores both the development of the American West and the mythology which surrounded that development. The course examines the role played by the frontier in shaping national character; differences between "East" and "West"; and the portrayal of the West in art, literature, and cinema.

256. The American Experience of the Second World War.

The course focuses upon the impact of World War II upon American life of the 1940's, the manner in which total war altered attitudes and modified institutions. Topics include the psychological ramifications of war and the economic repercussions of the war effort. Special attention is paid to women, family, children and marriage. In order to understand more fully the war as it was perceived at the time, readings will be confined to primary materials. In addition, students will examine how the war was portrayed in movies, radio, and comic strips.

257. American Cultural History: Puritans to Abolitionists.

This course traces the evolution of American culture from the Puritans to the Abolitionists. It focuses upon Puritanism, Quakerism, the evolution of a "revolutionary mentality," the Enlightenment, religious revivalism, Transcendentalism, and the reform movements of the Jacksonian period, especially abolitionism. The effort to develop a distinctive "American" culture will be highlighted.

258. American Cultural History: The Industrial Age to the Plastic Age.

The course focuses upon post-Civil War cultural developments including Black self-discovery, acculturation, Social Darwinism, the emerging "materialist ethic," feminine ideology, and the displacement of the genteel tradition by the mass media. The role played by social inequality, increased reliance upon institutions as cultural agents, and technology in the shaping of cultural attitudes will be analyzed.

259. America: The View from the Outside.

The course will examine American events from a non-American perspective. Its purpose is to puncture the "Americancentricity" of United States history, to broaden understanding of the American past by seeing it "from the outside," and to explore the feasibility of approaching national history from an international perspective. Readings will include travel accounts and studies of American repatriates.

272. Visions of Utopia.

This course examines some of the most famous works of utopian literature from the sixteenth century to the present in an attempt to discover how successive utopian visions critiqued and yet inevitably reflected contemporaneous political and social reality. Works by More, Bacon, Campanella, Cabet, and Bellamy will be considered as well as some of the classic dystopias produced by twentieth-century writers such as Zamiatin, Orwell, and Huxley.

283. History of Southern Africa: The Rise of Nationalism: The Southern African Case.

After a brief overview of historical background, the people, government, administration, color bar, politics/parties, education, religion, and relations with neighbors, the course examines racial policies and relations between different racial groups. This course focuses on social, economic, and political backgrounds to the most significant political dilemma in Southern Africa today and the nature of the African responses. Topics to be considered will range from the impact of apartheid to the Black Consciousness Movement and the Soweto Revolt of June 1976. In analyzing the roots of African nationalism and its forms of expression, this course will consider whether these expressions indicated the existence of widespread grievances or only aspirations of the African elite. Slides, films, and documents will be utilized to illustrate some of the important events that relate to this course.

501, 500, 502. Independent Study.

603-604. Tutorial.

Mathematics

Major Requirements:

12 courses in mathematics, including the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Vocational goals, plans for graduate study, or teacher certification requirements should also be taken into account. In

addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: e.g., logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

Placement in mathematics courses: Because of the sequential nature of mathematics and the dependence on prerequisite skills, initial placement in introductory courses is an important concern. Placement surveys and interviews will be scheduled prior to the beginning of each term to assist students in their enrollment plans.

Interdepartmental Major Requirements:

An interdepartmental major combining courses in mathematics with courses in another department or program is arranged by a student in consultation with the student's adviser and the chairs of the departments concerned. Normally an interdepartmental major involves satisfactory completion of eight courses in mathematics, eight courses in the second department, and a tutorial which integrates the subject matter of the two departments. The selection of courses depends on the goals of the student and the expectations of the departments being combined. The courses in mathematics must include the sequence 101-102 and 221 or the sequence 107-108 and 221, as well as at least one 300-level course in mathematics. The proposed plan for an interdepartmental major is made formal in a memo signed by the student, the adviser, and the chairs of each department and filed with the Registrar.

101. Elementary Calculus, Physics, Applications I.

Principles of measurement and data analysis. Coordinate systems. Formulation of mathematical models with examples drawn from physics, economics, biology, and psychology. Introduction to relations, functions, and vector calculus. Introduction to computer programming. Differentiation. Three lecture-discussion periods and one laboratory period per

week. Prerequisite: Two years of college preparatory mathematics and Mathematics 106 or equivalent.

102. Elementary Calculus, Physics, Applications II.

Development of Newtonian theory of motion. Application of differentiation, anti-differentiation, and integration to the solution of derivative equations and other problems arising in physics, economics, biology, and psychology. Selected topics in the history and philosophy of science and mathematics. Mathematics of growth and decline. Approximation techniques, Taylor polynomials. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 101 or equivalent.

105. Introduction to Modern Mathematics.

History and logical development of the real and complex number systems. Concepts of set theory. Geometric transformations. Introduction to the computer. Comparison and inequality, measurement and approximation. Equations and inequations, introduction to relations and functions. Coordinate geometry and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: Two years of college preparatory mathematics.

106. Numbers, Functions, and Graphs.

Measurement and approximation. Coordinate systems. Relations and functions. Introduction to the computer. Review of essential skills in geometry and algebra. Emphasis on analysis and solution of statement problems. Examples drawn from chemistry, biology, economics, physics, and management. Prerequisite: Two years of college preparatory mathematics.

107. Models, Decisions, and Calculus I.

Formulation of mathematical models for the solution of problems in economics and management. Introduction to the computer. Functions, matrix theory including linear programming, sequences and series used in finance. Introduction to differential calculus. Prerequisite: Two years of college preparatory mathematics and Mathematics 106 or equivalent.

108. Models, Decisions, and Calculus II.

Differential and integral calculus with applications

to problems in economics and management. Decision-making techniques. Probability theory. Gathering and organizing information. Curve fitting techniques. Prerequisite: Mathematics 107 or equivalent. It is recommended that Mathematics 110 be taken previously or concurrently.

110. Elementary Statistics.

Statistical measures and distributions. Decision-making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: Two years of college preparatory mathematics.

115, 116. Problem Seminar.

Participants meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. $\frac{1}{2}$ course.

130. The Use of Mathematics for Personal Finance Decisions.

A mathematical approach to the planning and management of personal finances. Topics will include mortgages, real estate, personal income tax, consumer credit, insurance, and investments. (Knowledge of these topics will not be assumed.) The use of mathematics as an aid in the decision-making process will be emphasized.

160. Conceptual Foundations of Modern Astronomy.

Astronomy viewed as intellectual history. Development of astronomy to its contemporary state. Examination of evolution of astronomical concepts and views of the cosmos. Astronomy as exemplification of certain theories in the philosophy of science. Some contemporary astronomical concepts placed in historical and philosophical perspective.

212. Probability Theory and Applications.

Elements of probability theory, sample spaces, probability measures, probability functions, random variables, discrete and continuous distributions, re-

gression analysis. Applications to statistical analysis and probabilistic models. Prerequisite: Mathematics 102 or 108 or equivalent.

217, 218. Mathematics Seminar.

A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. $\frac{1}{2}$ course.

221. Linear Algebra.

Finite dimensional vector spaces; geometry of \mathbb{R}^n ; linear functions; systems of linear equations; theory of matrices and determinants. Prerequisite: Mathematics 102 or 108 or equivalent.

222. Intermediate Analysis.

An introduction to multivariate calculus using vector spaces; partial differentiation and multiple integration; calculus of vector functions; applications to extremum problems and differential equations. Prerequisite: Mathematics 221 or equivalent.

251. Physics I.

Integrated lecture and laboratory course directed both to formulation of concepts of modern physics and to development of increasing proficiency in scientific method and problem-solving skills. Emphasis both on developing mathematical tools and on the foundations of physics and the dependence of physical concepts on these foundations. Topics: Multidimensional particle kinematics and dynamics, linear and angular conservation laws, linear and rotational rigid body dynamics, and a brief introduction to thermodynamics and sound as time permits. Three lecture periods and one self-scheduled laboratory per week. Prerequisite: Mathematics 102 or 108, or equivalent.

252. Physics II.

Application of the mathematical and conceptual tools developed in Physics I to theories of gravitation, electricity, and magnetism. Atomic and nuclear theory as time permits. Three lecture periods and one self-scheduled laboratory per week. Prerequisite: Mathematics 251 or equivalent.

255. History and Philosophy of Mathematics.

Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 107 or equivalent.

261. Computer-Based Numerical Techniques and Mathematical Models.

Mathematical models of systems from the natural and social sciences. Numerical techniques for solution of mathematical equations or systems. Computer programming. Prerequisite: Mathematics 102 or 108 or equivalent.

327. Advanced Analysis I.

Foundations for abstract analysis, development of computational skills needed to treat many applications. Sequences, series, limits, continuity, differentiation, Riemann integration, differential equations, improper integrals. Prerequisite: Mathematics 222 or equivalent.

328. Advanced Analysis II.

Continuation of Mathematics 327: topology of \mathbb{R}^n , vector calculus, multiple integrals, line integrals, differential equations, introduction to functions of a complex variable. Prerequisite: Mathematics 327.

341. Abstract Algebra I.

Introduction to elements of modern abstract algebra including rings, groups, and fields. Prerequisite: Mathematics 221 or equivalent.

342. Abstract Algebra II.

Advanced treatment of linear algebra with application to geometry. Prerequisite: Mathematics 241.

501, 500, 502. Independent Study.

603-604. Tutorial.

Modern Languages

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

Major Requirements in French:

12 courses in French including the tutorial. Freshman seminars, French 101, 102, 107, 127, 191, 203, and 204 are not considered part of the major. The following nine courses are required of majors: French 205, 207 or 208, and 219; Prose I or Poetry I, Poetry II; Prose II and Prose III; Theatre I and II. French majors in the education sequence are advised to take French 205 and 219 before the senior year. Students may exempt or replace one or more of these course requirements by permission of the department.

Major Requirements in German:

10 courses in German including the tutorial. German 101, 102 are not considered part of the major.

Major Requirements in Spanish:

10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major.

Interdepartmental Major Requirements:

8 course units in one language, at least six of which must be at the 200 level or above.

Minor Requirements:

Minors are available in German, French, Russian, and Spanish. The minimum requirements are six course units beyond the 100 level, at least two of which must be in literature courses in the appropriate language. A student may earn exemption from a maximum of two of the six units required by appropriate achievement on the proficiency examination administered when the student first enters Chatham. Minor language programs are normally designed in consultation with a member of the department.

French

001. Freshman Seminar: Feminism and Existentialism.

A study of woman and of woman's situation according to the Paris school of existentialism. The course will comprise extensive study of the works of Simone de Beauvoir, including *The Second Sex* and *The Blood of Others*, an introduction to the philosophy of Jean-Paul Sartre, and readings and discussion from other feminist writings. Previous study of French not necessary. Given in English.

101. Elementary French I.

An introduction to understanding, speaking, reading and writing.

102. Elementary French II.

Continuation of French 101. Prerequisite: French 101 or departmental placement.

107. Introductory Reading Course in French.

For the student who has had no previous experience with French, who is not interested in the oral-aural aspects of the language but wishes to acquire a reading skill for use as a research tool, for general culture, for personal satisfaction and pleasure. An intensive course stressing basic grammar and vocabulary, sight and assigned translation, graded readings, word study, and use of the dictionary. May also serve the student whose grammar, vocabulary, and reading facility have grown stale through non-use.

111. Modern French Readings.

Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the nineteenth-century Romantics, Realists, Naturalists and of the leading authors and intellectual movements of the twentieth century. May not be substituted for Prose III. Prerequisite: French 204 or departmental placement.

127. French Literature in Translation: Evil and Madness in the Age of Reason.

A study of French works of the eighteenth century which show the fascination with evil deviants, the occult, and the irrational in a century renowned for enlightenment. Readings from Cazotte, Diderot, the Marquis de Sade, and Laclos, among others, will be included. Given in English. Not considered part of French major.

130. French Language and Culture.

The program entails travel to France or to a French-speaking country. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theatre productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account (following a

pre-determined outline) of the student's observations and experiences will be submitted upon her return to Chatham College, and it will be corrected and rewritten under the guidance of her French instructor. The program is especially recommended for a student's first experience abroad; the more experienced student may want to take advantage of a recognized established Interim program abroad. Prerequisite: Permission of the instructor. Pass/Fail.

140. Paris: The Study of a City.

A study of Paris as the ever-prevailing center of French culture and civilization: its role in French life and history; its growth and development; its political, economic, and artistic importance; city-planning and 20th-century urban problems; decentralization. Profiles of the city: its inhabitants, its geography, architecture, museums, schools, theatres, parks, restaurants; its municipal government, transportation, industries, commerce, tourism. Teaching materials: slides, brochures, maps, newspapers, illustrated books and magazines. Individual research explorations. May apply to French major and may replace French Civilization. Given in English. Students taking the course for major credit required to do outside readings and reports in French.

150. Cherchez la Femme.

An analysis of the myths and stereotypes characterizing and determining the various roles of women in French literature from the sixteenth to the nineteenth centuries. Selections from Molière, Stendhal, Flaubert, and Zola will be included. All readings are in class sessions in English. This course is not considered part of the French major.

191. The French Art Song.

A study of the history, development, and repertoire of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and the musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Prerequisite: One year of French. Pass/Fail.

203. Intermediate French I.

A review of basic French grammar and an expansion

of French vocabulary. Readings in aspects of French civilization. Practice in speaking and writing. Prerequisite: French 102 or departmental placement.

204. Intermediate French II.

A continuation of French 203. Prerequisite: French 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written French, emphasizing grammar and style. Translation from English texts and free composition. Prerequisite: French 204 or departmental placement.

207. Conversation.

Conversation, discussion, and debates on topics of timely interest, reinforced by short written resumes, stressing accuracy of expression and using a practical, up-to-date vocabulary. Prerequisite: French 204 or departmental placement.

208. Conversation.

Class discussion based on selected writings, accompanied by oral and written reports, may serve as introduction to advanced courses in French literature. Prerequisite: French 204 or departmental placement.

212. Prose I. Writers from 1500-1700.

A study of selected prose writings of the major literary figures of the 16th and 17th centuries, including novels, essays, letters, memoirs, and works of moral persuasion. Prerequisite: French 207, 208, or departmental placement.

213. Prose II. Writers from 1700-1850.

A study of selected prose writings of the major literary figures of the 18th and 19th centuries, including novels, *contes*, *lettres philosophiques* and dramatic theory. Prerequisite: French 207, 208, or departmental placement.

214. Prose III. Writers from 1850-1950.

An examination of the major literary movements of the mid-nineteenth and twentieth centuries, including representative novelists, short story writers, and theoreticians. Prerequisite: French 207, 208, or departmental placement.

215. Poetry I. Poetry from Villon to Baudelaire.

The history and development of French poetry from

the Renaissance to the Romantic era. Prerequisite: French 207, 208, or departmental placement.

216. Poetry II. Poetry from Baudelaire to Apollinaire.

Detailed study of representative poems from *Les Fleurs du Mal*, the Parnassian and Symbolist poets, and early 20th century notables. Prerequisite: French 207, 208, or departmental placement.

217. Theatre I.

Theatre from the Middle Ages to 1700.

The history and development of the French theatre from its beginnings to the end of the 17th century, with emphasis on selected plays of Corneille, Racine, and Molière. Prerequisite: French 207, 208, or departmental placement.

218. Theatre II.

Theatre from 1750-1950.

A comprehensive study of the nineteenth century theatre and its transformation and development into the present-day "theatre of the absurd." Readings range from the revolutionary *Préface de Cromwell* and *Hernani* of Hugo through *Ubu Roi* of Jarry to a major representative work of Beckett and Ionesco. Other dramatists such as Musset, Becque, Giraudoux, Anouilh, Sartre, and Camus will be treated. Prerequisite: French 207, 208, or departmental placement.

219. French Civilization.

The cultural heritage of France: the interrelation of its customs, institutions, arts, and letters. Prerequisite: French 207 or departmental placement.

221. Seminar: Explication de Texte.

A study of the French method of literary analysis. Oral and written presentations based on prose and poetry selections from the sixteenth century to the present time. Recommended for majors. Prerequisite: French 208 or departmental placement.

222. Seminar: French Literary Criticism.

A study of major French authors as seen by French literary critics from Stendhal to the members of "la nouvelle critique" of the present day. Prerequisite: French 208 or departmental placement.

223. Seminar: Special Topics in French.

The investigation of important aspects of the French language not usually dealt with in literature courses, such as Old French, phonetics, prosody, etymology, slang, stylistics, problems of translation, technical French, "franglais," and other current phenomena. Prerequisite: French 207 or 208 or departmental placement.

225. Seminar: Montaigne, Diderot, Stendhal.

A comprehensive and detailed study of selected works of Montaigne, Diderot, and Stendhal against the historical and political background, with emphasis on their exploration of the self, their concepts of human nature, and their search for happiness.

501, 500, 502. Independent Study.

603-604. Tutorial.

German

001. Freshman Seminar: Language in Society.

This seminar studies language as it permeates human affairs. Topics examined include regional and social diversity, the establishment and enforcement of standards, the relationship between language and thought, propaganda, slang and other jargon, and style.

101. Elementary German I.

An introduction to understanding, speaking, reading, and writing German. As part of a new language learning experiment, German 101 will meet for ten scheduled class hours weekly, in addition to two hours weekly in the language laboratory. No homework assignments or other outside preparation will be required.

102. Elementary German II.

Continuation of German 101. Prerequisite: German 101 or departmental placement.

203. Intermediate German I.

A review of basic German grammar and an expansion of German vocabulary. Readings in aspects of German civilization. Practice in speaking and writing. Prerequisite: German 102 or departmental placement.

204. Intermediate German II.

A continuation of German 203. Prerequisite: German 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 204 or departmental placement.

211, 212. Survey of German Literature.

An introduction to the development of German literature from the Old High German period to the present. 211: from the 9th to the 19th century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. 212: the 19th and 20th centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 204 or departmental placement.

215. German Civilization.

The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and letters. Prerequisite: German 204 or departmental placement.

245. The Classical Period.

An introduction to the historical and cultural context of German Classicism. Reading of representative works of Lessing, Goethe, Schiller and Hölderlin. Prerequisite: German 211 and 212, or departmental placement.

250. German Romanticism.

A study of the Romantic Movement in Germany with particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 211 and 212 or departmental placement.

255. Modern German Literature.

A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Böll. Prerequisite: German 211 and 212 or departmental placement.

320. Seminar.

Studies in particular areas of German literature, language, and culture. Prerequisite: Two courses beyond German 204 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

Russian

101. Elementary Russian I.

An introduction to understanding, speaking, reading, and writing Russian.

102. Elementary Russian II.

Continuation of Russian I. Prerequisite: Russian 101 or departmental placement.

203. Intermediate Russian I.

A review of basic Russian grammar and an expansion of Russian vocabulary. Readings in aspects of Russian civilization. Practice in speaking and writing. Prerequisite: Russian 102 or departmental placement.

204. Intermediate Russian II.

A continuation of Russian 103. Prerequisite: Russian 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 204 or departmental placement.

207. Conversation.

An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 204 or departmental placement.

211, 212. Survey of Russian Literature.

An introduction to the literature of the nineteenth and twentieth centuries. 211: Pushkin through Chekov, the Golden Age, the great realistic novelists, the short story. 212: Gorki through Yevtoushenko — fifty years of Soviet literature. Lectures and discussions of the texts and of the social, cultural, and political background. Emphasis on conversation, idiom, and

composition. Prerequisite: Russian 204 or departmental placement.

226. Russian Masterpieces in Translation.

Representative works of the great Russian writers of the twentieth century, including Chekov, Pasternak, Solzhenitsyn, Gladkov, and prose writings of the Symbolist movement.

227. Dostoevsky in Translation.

A comprehensive study of Dostoevsky's works beginning with his first novel *The Poor Folk* and culminating in *The Brothers Karamazov*. The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment*, *The Idiot* and *The Possessed*.

228. Solzhenitsyn in Translation.

A study of Solzhenitsyn's major works against the historical and political background, beginning with *One Day in the Life of Ivan Denisovich*, and including *The First Circle*, *Cancer Ward*, and *Gulag Archipelago*.

229. Tolstoi in Translation.

A study of Tolstoi's works, beginning with his first novel, *Childhood*, and progressing to such masterpieces as *War and Peace* and *Anna Karenina*. Some of Tolstoi's philosophical and religious works will also be read and analyzed.

501, 500, 502. Independent Study.

Spanish

101. Elementary Spanish I.

An introduction to understanding, speaking, reading, and writing Spanish.

102. Elementary Spanish II.

Continuation of Spanish 101. Prerequisite: Spanish 101 or departmental placement.

130. Spanish in Mexico.

The program entails travel to Colima, Mexico, where the students will study the Spanish language and culture under the direction of their instructor, who will accompany the group. Participants will be housed at the Hacienda El Cóbano and social contact with the

people of El Cóbano and the city of Colima will be emphasized. Field trips to the University of Colima (The Museum of Anthropology and History) and to the beach at Manzanillo are included, in addition to other field trips which will be planned as opportunities and funds permit. Prerequisite: Permission of the instructor.

203. Intermediate Spanish I.

A review of basic Spanish grammar and an expansion of Spanish vocabulary. Readings in aspects of Spanish civilization. Practice in speaking and writing. Prerequisite: Spanish 102 or departmental placement.

204. Intermediate Spanish II.

A continuation of Spanish 203. Prerequisite: Spanish 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written Spanish, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Spanish 204 or departmental placement.

207, 208. Conversation.

An intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 204 or departmental placement.

209. Spanish Phonetics.

The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 204 or departmental placement.

211, 212. Introduction to Spanish Literature.

An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 204 or departmental placement.

215. Spanish Civilization.

The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 204 or departmental placement.

216. Spanish American Civilization.

The ethnic inheritance, culture, ecology, institu-

tions, class structure, concepts of reality, and current problems in Spanish America. The influence of the Colonial period will be traced in various aspects of present day culture. Prerequisite: Spanish 204 or departmental placement.

217, 218. Spanish American Literature.

An introduction to the most significant literary works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism, and the contemporary period. Prerequisite: Spanish 212 or departmental placement.

241. Spanish Literature of the Golden Age: Drama.

The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 212 or departmental placement.

242. Spanish Literature of the Golden Age: Non-Dramatic.

Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 212 or departmental placement.

251. Spanish Literature of the Nineteenth Century.

A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 212 or departmental placement.

255. Spanish Literature of the Twentieth Century.

The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 212 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

Other Departmental Offerings - LQA 45

101. Elementary Italian I.

An introduction to understanding, speaking, reading, and writing Italian.

102. Elementary Italian II.

Continuation of Italian 101. Prerequisite: Italian 101 or departmental placement.

101, 102. Introduction to Latin.

An accelerated, comprehensive presentation of Latin grammar, syntax, and vocabulary, exemplified in excerpts from writers of the classical period. Latin elements in English stressed. Recommended for pre-med and pre-law students.

120. Comparative Languages.

An introduction to the linguistic formation of such languages as Latin, French, Spanish, German, and Esperanto. A minimal basic vocabulary common to all these languages and comparative grammatical structure will be studied, as well as contributions to and analogies with English. No previous foreign language experience required although some knowledge of any one foreign language would be helpful.

130. The Holocaust.

A study of the Holocaust — the murder of six million Jews by the Nazis — primarily from the perspective of imaginative literature. Emphasis on developing an understanding of the Holocaust as part of a historical continuum in which contemporary American forms of racism have their place.

141. An Introduction to Descriptive Linguistics.

Descriptive linguistics aims to provide an understanding of language by analyzing language in its various uses. The course provides an introduction to the scientific study of language, analyzing and describing systems of sound, of syntax and of meaning. It deals primarily with contemporary American English, though data from other languages with different structures are also examined to provide perspective. The study of linguistics is valuable to students of the behavioral sciences, and of languages and literatures, as well as to students preparing for elementary or secondary school teaching. Prerequisite: a basic knowledge of at least one other language, such as might be acquired by three or four years of study in high school or two in college, or departmental placement.

203. Intermediate Italian I.

A review of basic Italian grammar and an expansion of Italian vocabulary. Readings in aspects of Italian civilization. Practice in speaking and writing. Pre-

requisite: Italian 102 or departmental placement.

204. Intermediate Italian II.

A continuation of Italian 203. Prerequisite: Italian 203 or departmental placement.

Music

Major Requirements:

14 courses, including the tutorial. Students majoring in music are required to take Music 101, 106, 231, 223, 224, 303; two electives to be selected from the following courses: 108, 112, 115, 121, 116; and four courses in applied music and the tutorial.

All majors in music must demonstrate keyboard ability no later than the end of the sophomore year. Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student. For students majoring in music, four course units of applied music may be taken in the junior and senior year without fees. (See page 15, Applied Music fee.)

Interdepartmental Major Requirements:

With the permission of the Music Department, the student wishing to engage in an interdepartmental major must design a tutorial related to the field of music as well as the area of the other department. Additionally, she would be required to fulfill the requirements for a minor in music.

Minor Requirements:

If prior musical experience can be demonstrated, a student with a major in another department may minor in music. With the permission of the Music Department, the student minoring in music should successfully complete four units in Applied Music in her junior and senior years, as well as Music 223-224 and two courses from the History & Literature of Music (108, 112, 115, 121, and 116).

Materials of Music

101. Harmony and Theory of Music.

A basic course in the theory of tonal music, covering scales, chords, rhythmic structure, and the elements

of melodic design. Recorded examples will be drawn from simple folk songs and progress to more complex musical structures.

History and Literature of Music

001. Freshman Seminar: The Arts of Work and Leisure.

A general survey course which is one part of a three-part freshman seminar examining the history of work and leisure in America. While generally concerned with those historical and societal considerations attached to work and leisure, this course will use as examples the many musics of the American people, from folk songs to jazz, from the music of the American Indians to our present-day music.

103. Introduction to Music Literature: The Vocal Forms.

This is a survey course of choral music, opera, and solo song from their earliest forms up to and including the recent forms of the twentieth century.

106. The Art of Music.

A basic course in the appreciation of music from the Baroque Period to the early twentieth century. Historical parallels between music and variously related arts, such as painting, architecture, literature, and drama will be investigated. Examples from both American and European music will be used throughout the course.

108. Instrumental Music.

This is a non-technical course which will deal with instrumental music of the Western tradition. Consideration will be given to its origins in song and dance as well as to the independent entities of later style periods. Selected media will be studied for an understanding of various concepts of music for instruments.

111. Music of the Renaissance.

A detailed look at the music of the Renaissance period, both vocal and instrumental, secular and sacred, with emphasis on stylistic features important to later periods of music.

112. Music in America.

The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture.

113. Baroque Masters: Bach and Handel.

A comprehensive view of representative and significant music of these composers and their stylistic contributions to the Baroque period.

114. Viennese Classical Music.

Study of representative works by Haydn, Mozart, and Beethoven encompassing the significant features of eighteenth and early nineteenth century music.

115. Opera in the Nineteenth Century.

The course examines Italian, French, and German operas written by the major nineteenth-century opera composers, including Verdi, Gounod, and Wagner, among others.

116. The Solo Song.

An investigation of the musical literature written for the solo voice, beginning with a brief examination of appropriate works of the Middle Ages, Renaissance, and Baroque Period, and then concentrating on German lieder, French art song, and songs by various nationalist and twentieth-century composers.

118. Music of the Nineteenth Century.

A presentation of important orchestral and choral works of the Romantic period.

121. Non-Western Music: The Hunters.

Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups.

126. Pianos, Pianists and Piano Playing.

This course involves a survey of the history and literature of the pianoforte. It includes a study of the design of the instrument as it evolved into the modern hammerklavier and a summary of some of the musicians who defined the performance traditions related to it.

223, 224. History of Music.

The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term.

231. Writing on Music.

A course to introduce the student to the processes of music criticism through the study of current and historical examples of writing on and about music, its performance and its composition. Listening to music in many styles and periods, and transforming that experience into a verbal form will be emphasized.

303. Form and Analysis.

An intensive examination of music from a wide range of periods and styles. Consideration of relationships of harmony, instrumentation, and melody to the work's form, as well as how outstanding composers have or have not fulfilled the standard definitions of sonata, rondo, fugue, variation, and other forms. Prerequisite: Music 204 or equivalent.

Applied Music

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one hour lesson per week plus a minimum of eight hours practice per week. A ½ course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. Voice.

Sec. A ½ course. Sec. B 1 course.

133, 134. Piano.

Sec. A ½ course. Sec. B 1 course.

135, 136. Organ.

Sec. A ½ course. Sec. B 1 course.

137, 138. Violin.

Sec. A ½ course. Sec. B 1 course.

141, 142. Viola.

Sec. A ½ course. Sec. B 1 course.

143, 144. Orchestral Instruments.

Sec. A ½ course. Sec. B 1 course.

151, 152. Choir.

Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two-hour rehearsals per week. ½ course.

153, 154. Instrumental Ensemble.

Preparation and performance of chamber music for various ensembles. ½ course.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Philosophy and Religion

Major Requirements:

Twelve courses in philosophy including Introduction to Philosophy: Philosophical Issues (Philosophy 113), Logic (Philosophy 119), at least three courses in the History of Philosophy sequence, and the tutorial. It is expected that the tutorial will culminate in a long research or critical philosophical paper. Students planning to major in philosophy should take Introduction to Philosophy (113) and Logic before enrolling in other courses in philosophy.

Interdepartmental Major Requirements:

The department specifies only minimal requirements for the interdepartmental major, assuming that the interests and needs of those coming from the Sciences and Social Sciences may be quite different from the interests and needs of those coming from the Arts and Humanities. Consequently, an attempt is made to plan a program that is appropriate for the individual. The interdepartmental major must, however, take Introduction to Philosophy (113), Logic (119), at least two courses in the History of Philosophy sequence, and five other courses in philosophy.

Minor Requirements:

Introduction to Philosophy (Philosophy 113), Logic (Philosophy 119), two courses from the History of Philosophy sequence, and three other courses in philosophy.

Philosophy**011. Freshman Seminar: The Philosophy of Sexual Love.**

This seminar examines the philosophies of sexual love predominant in Western thought. Topics dis-

cussed include the nature of love, the meaning of the sex act, the relationship between love and sex, the desirability of monogamy, the way women view sexual love, and the role women play in the love relationship.

100. Introduction to Critical Thinking.

The aim of this course is to improve reading and writing skills through a careful analysis of the structure of arguments, including special attention to problems of meaning, semantic ambiguity, logical order, and common fallacies in verbal reasoning. This is an elementary course intended primarily for students who need practice in critical thinking before entering Introduction to Logic (Philosophy 119) or advanced work in the social sciences and humanities. This course does not count toward the major in philosophy and is not a substitute for Philosophy 119.

105. Introduction to Social and Political Thought.

An introductory exploration of the fundamental normative questions of politics and social life. The course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom equality, and justice in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

113. Introduction to Philosophy: Philosophical Issues.

An introduction to philosophy primarily for freshmen. Readings, lectures and discussions focused on some of the perennial problems of philosophy. The course will examine such issues as the relation of mind and body, the nature of knowledge, freedom and determinism, the existence of God, immortality, and moral responsibility.

119. Logic.

An introductory study of classical and modern logic.

130. Philosophy of Education.

A discussion oriented study of some of the normative questions and issues arising from philosophical reflection on education. For example: What is "education"? Is the aim or goal of education to teach skills, to communicate information, to "develop" the student, or to socialize the student? What role do value judgments play in theories of education, in teaching

models, etc.? This course is open to any student who is interested in reflecting upon education.

141. Philosophy and Feminism.

An examination of contemporary philosophical writing concerning the meaning and justification of feminist claims. Of special concern is the current controversy concerning the morality and/or legality of reverse discrimination.

151. Ethics.

An examination of the major rival ethical theories of Western philosophy, together with an assessment of the skeptical and relativistic challenges to the possibility of any ethical knowledge.

155. Applied Ethics.

An introduction to the application of ethical thinking to social problems. Topics will vary annually but may include: biomedical issues (e.g., abortion, euthanasia), feminist issues (work, sexuality, family), business issues (profit motive, advertising), international issues (wealth distribution, population, war), and environmental issues (energy policy, animal rights).

200. Biomedical Ethics.

This course is concerned with the ethical issues which have arisen from recent biomedical innovations, or which may arise from future innovations. Topics will be chosen from among the following: new definitions of death and humanness, killing vs. letting die vs. vigorous treatment of the terminally ill or severely malformed; allocation of scarce medical resources; organ transplantation; experimentation on human subjects; population control; genetic engineering; new and projected techniques of human sexual and asexual reproduction and their possible effect on the institutions of sex and the family; the psychiatric control of human behavior. Class discussion will be supplemented by guest lecturers with medical or legal expertise in the areas under discussion.

218. Problems in Knowing and Being.

An historical introduction to philosophy which may be taken as either a second course in philosophy by a freshman or a first course by sophomores, juniors, and

seniors. Through readings, lectures, and discussions the course will explore the changes in emphasis which have characterized the attempts to understand the nature of knowledge and existence from the Greeks to the present. Readings will be primarily from Plato, Aristotle, St. Augustine, Thomas Hobbes, Immanuel Kant, William James, and Martin Heidegger.

221. Philosophy of Law.

An intensive study of legal philosophy. Topics discussed will include general legal theory, the end, definition, and function of the law, judicial reasoning, rights and obligations, obedience, liability, responsibility, property, and justice. Special attention will be given to two topics: law and morality, and the moral justification of punishment. Some case studies will be included in the readings. Prerequisite: Political Science 105 or Philosophy 294 or permission of the instructor.

223. History of Philosophy: Ancient Philosophy.

An exploration beginning with Homer of the Greek sensibility as the beginning of Western culture and as it relates to contemporary thought. Discussion will center on selected works of Homer, Parmenides, Heraclitus, Plato, and Aristotle.

224. History of Philosophy: Medieval Philosophy.

Readings in Christian, Islamic, and Jewish philosophy from Augustine to Ockham.

225. History of Philosophy: From Descartes to Kant.

Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

226. History of Philosophy: The Nineteenth Century.

An exploration of the major themes in philosophy during the nineteenth century (e.g., Idealism, Existen-

tialism, Utilitarianism, Marxism) as seen in the works of Hegel, Schopenhauer, Nietzsche, Kierkegaard, Marx, and Mill.

251. Philosophy of Art.

This course will examine critically and historically the concepts of beauty, aesthetic experience, and art, and explore their relations to each other as well as their implications for the nature of reality, man, morality, religion, and society.

254. Philosophy of Religion.

A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion.

257. Contemporary Philosophy.

A seminar on selected readings from twentieth century philosophers and their relation to the most significant trends of philosophic thought. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

259. Existentialism.

An exploration beginning with Dostoevsky's *Notes from the Underground* of the existential philosophies through selected writings of Dostoevsky, Kierkegaard, Nietzsche, Jaspers, Tolstoi, Camus, Sartre, and Heidegger.

261. History of Ethical Theory.

An examination of the most influential attempts to understand the nature of the good and the right from Plato and Aristotle to contemporary thinkers such as John Dewey and Richard Hare. The relation of ethical ideas to religion, metaphysics, and politics will be discussed. Lectures, readings, and discussions.

272. American Philosophy.

Through readings, lectures, and discussions this course explores some of the most influential philosophical and religious ideas developed in America. Beginning with Jonathan Edwards' approach to traditional theological themes, the course will focus particularly on the creative efforts of such men as William

James and Josiah Royce to deal with the philosophical and religious problems raised by the theory of evolution and other developments in science. During the final weeks of the course some themes that are currently important in American philosophy will be considered.

274. Seminar in Susanne Langer.

Intensive reading and discussion of the writings of America's most distinguished woman philosopher. The seminar will focus primarily on Ms. Langer's philosophy of art.

283. Asian Philosophy.

Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation. Prerequisite for sophomores: Permission of the instructor.

292. Philosophy of Mind.

This course will focus on the mind-body problem. It will examine such questions as: Is there a non-material soul which is separate from but within the body? Is this the same as a mind? If so, how can it act on matter? Is materialism true? Is behaviorism an adequate solution to the mind-body problem? What is a mind? Is it a soul, a self, a brain, a thinking substance, a non-material by-product of brain processes, the functioning of the nervous system, or a set of dispositions to behave? Can machines have minds? How do we know that other people have minds? Is there some "living" part of us which survives the body's death? Although the course will survey historical perspectives, it will concentrate upon contemporary theories (e.g., identity theory, physicalism, behaviorism).

294. Social and Political Philosophy.

This course will examine fundamental normative political principles and concepts as they are defined, analyzed, critiqued, and defended by contemporary political philosophers. The topics will be chosen from the following: authority, political obligation, liberty, rights, public interest, equality, justice, and democracy. Discussion of the reading material will be stressed, and students will be expected to become

actively involved. Some previous work in philosophy is recommended.

302. Seminar in Immanuel Kant.

An intensive examination of certain parts of *The Critique of Pure Reason*. Some attention will also be given to the sources of the Kantian problems as well as the ethical writings.

321. Seminar on Art and Religion.

This seminar will explore through philosophical and literary essays as well as the creative efforts of the students, some of the problems and claims which characterize the relations of the arts and religion, e.g., the relation of the aesthetic and religious experience, the role of belief and knowledge in art and religion, and the metaphysical assumptions that are characteristic of each. Among the writers who will be considered are Hegel, Nietzsche, Freud, Santayana, Matthew Arnold, and Susanne Langer.

501, 500, 502. Independent Study.

603-604. Tutorial.

Religion

115. The Relevance of the Old Testament.

An historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary forms, institutional structures, and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society.

121. New Testament.

A literary, historic, and religious study of the origin of Christianity as related in the basic documents. In addition to extensive reading in the gospels and epistles, the course will examine the life and teachings of Jesus and the interpretations of his person and work which appear in the primitive church.

151. The Comparative Study of Religion.

A phenomenological examination and comparison of some of the major themes and categories in the religious thought of East and West. Topics such as ultimate reality, man, history, salvation, knowledge will be studied.

55. Introduction to Religion in the West.

An examination of the beliefs and practices of the various traditions of Judaism and Christianity. Attention will be given to Scriptural foundations, historical development, and the encounter with modern culture. Prerequisite for freshmen: Permission of the instructor.

57. World Religions I.

A study of the major characteristics of the religious traditions of the world. Particular attention will be given to the Eastern religious traditions of Hinduism and Buddhism. Consideration will be given to the primitive rites of man as well as to "revealed religions" such as Islam, Judaism, and Christianity. Included will be an attempt to become familiar with the various disciplines and methods involved in scholarly investigation of religious phenomena.

58. World Religions II.

Post Biblical Judaism and its relationship to Christianity and Islam.

62. The Prophetic Literature.

An intensive study of the Hebrew prophets, their lives and messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern forms, using a variety of approaches and authorities. Prerequisite: Course in Old Testament or in New Testament or major in department or permission of instructor.

189. Black Theology and Black Religion.

An examination of the interpretation of the Christian Church and its implications for the Black religious experience. Focus is on the Black Church as a principal agent of integration in the Black Community. (See also Black Studies.)

202. Modern and Contemporary Christian Thought.

An examination of religious thought in the modern period. Among the topics considered will be the nature of religious knowledge and experience, the modern critique of religion, and the relationship between faith and history. Thinkers such as Kant, Kierkegaard, Buber, Tillich and Niebuhr will be studied.

501, 500, 502. Independent Study.

Physical Education

Sports

111. Archery and Bowling.

Basic skills and techniques will be taught through the analysis of body movement, scientific and mechanical principles, and their implications to the particular sport. ½ course.

114. Fencing.

Footwork and foil work skills essential to a fencing bout will be studied. The concept of strategy is emphasized relative to skill level and performance of movement and coordination patterns. ½ course.

117. Racket Techniques—

Tennis, Badminton, Paddle Tennis.

Skills, strategies, rules, and concepts essential to racket games with special emphasis on platform tennis and tennis. Participation in and observation of each sport is essential. ½ course.

119. Skiing—Conditioning and Techniques.

Exercises designed to improve overall physical fitness and endurance with special emphasis on knee and leg strength. Basic concepts of skiing techniques through the use of turf skis and dry-land skis. ½ course.

130. Emergency Care: Principles and Practices.

Knowledge and skills leading to prompt and efficient action when faced with sudden illnesses, injuries, and accidents. Effective first aid for life-threatening situations and the prevention of further injury.

150. Folk and Court Dancing.

History of Western European folk and court dances. Dances of late medieval, Renaissance, baroque, early American, and nineteenth-century times reconstructed. Appalachian square and circle dances, New England contra dances, English country dances, and dances of several European nations. Attention to the relationship of folk dancing to religious ritual, folklore, folk music, and folk culture.

151. Swimming-Aquatic Skills.

Emphasis on swimming and safety skills in water environment leading to further participation in aquatic activities as sailing, boating, canoeing, water skiing, surfing, and skin and scuba diving. ½ course.

152. Advanced Life Saving— American Red Cross.

Skills lead to safety in, on, and around water in order to care for oneself and the rescue of others. Prerequisite: Swimming skill test and permission of the instructor. ½ course.

153. Water Safety Instructor— American Red Cross.

Methods of teaching swimming skills to others with emphasis on safe and skillful contact in, on, and around water. Prerequisite: Red Cross Advanced Life Saving certification. ½ course.

218. Intermediate and Advanced Tennis.

Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: Permission of the instructor. ½ course.

Dance

141. Introduction to Modern Dance.

For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the elements of dance (space, time, and force). Stress will be on the communicative aspects of dance movement. ½ course.

143. Modern Dance II.

For intermediates. Intermediate technique, improvisation, and choreography. Prerequisite: Introduction to Modern Dance or permission of the instructor. ½ course.

148. Classical Ballet.

Techniques designed to challenge the body toward the aim of plastic beauty and dramatic expression. Four levels of competency: beginning, elementary, intermediate, advanced. ½ course.

149. Classical Ballet II.

This course is a continuation of Classical Ballet I. Emphasis is on individual student competency. There will be four levels: beginner, elementary, intermediate, and advanced. Prerequisite: Classical Ballet I or permission of the instructor. ½ course.

248. Classical Ballet III, Intermediate.

Increasing the mental awareness and physical efforts of all movements. Introduction of beats. Beginning pointe barre. Prerequisite: Ballet I and/or II or permission of instructor.

249. Classical Ballet IV, Advanced Intermediate.

More complex barre, center, adage, pirouette, allegro, and center pointe work. Possibly the study of variations from the classical repertory. Prerequisites: Ballet I, III, or permission of instructor.

501, 500, 502. Independent Study.

Political Science

Major Requirements:

12 courses in political science including the tutorial. All majors must complete Political Science 211; four courses from the following: 101, 103, 104, 108, or Philosophy and Religion 105; and three additional courses at the 200 or 300 level. Sociology-Anthropology 214 and Philosophy 221 and 294 may be taken for credit to the political science major. No more than one internship may count toward the major.

Interdepartmental Major Requirements:

8 courses in political science exclusive of the tutorial. All interdepartmental majors must complete Political Science 211; two courses from the following: 101, 103, 104, 108, or Philosophy and Religion 105; and three additional courses at the 200 or 300 level. Sociology-Anthropology 214 and Philosophy 221 and 294 may be taken for credit to the interdepartmental major. No more than one internship may count toward the major. The tutorial must have a political science dimension.

Minor Requirements:

6 courses in political science. All minors must com-

plete Political Science 211; two courses from the following: 101, 103, 104, 108, or Philosophy and Religion 105; and two additional courses at the 200 or 300 level. Sociology-Anthropology 214 and Philosophy 221 and 294 may be taken for credit to the political science minor. No more than one internship may count toward the minor.

001. The Politics of the Energy Crisis.

This course considers the origins, development, and consequences of the energy crisis, and the response of the American political system to this crisis. Readings, individual research, and local resource persons are utilized in an effort to achieve better understanding of this complex area.

101. American Political Processes.

This course provides an introduction to the major elements of American politics: political parties, interest groups, decision-making bodies, and constitutions. These elements will be viewed in the context of present and predictable future forces of change operating in American society, and the demands which societal change is placing and will place upon the structure and operations of political institutions.

103. Introduction to Comparative Politics.

An introduction to the theories and concepts employed in comparative political studies, with emphasis on the political institutions and processes of the major democratic and non-democratic governments of Europe.

104. Introduction to International Relations.

A survey of significant patterns and trends in 20th-century world politics; modes of conducting relations among nations; instruments for promoting national interests; current problems of economic and political interdependence.

108. Political Behavior.

An examination of patterns of political learning, political attitudes and beliefs, and voting behavior in contemporary America. Emphasis will be placed on the ways in which background characteristics of individuals (such as social class, sex, ethnicity, and age) and major political events and crises (such as war and

depression) affect political attitudes and behavior.

120. The Sixties: Camelot to Kent State.

"The Sixties" surveys the politics of an incredible decade: the youthful, activist Kennedy Administration, the Cuban Missile Crisis, the assassination; LBJ's Great Society and Vietnam escalation; the 1968 convention and the election resulting in Nixon's presidency, the Cambodian invasion of 1970 and the shooting of youthful protestors at Kent State.

135. Sex Discrimination and the Law.

An examination of past and present sources of discrimination experienced by men and women in the United States and a consideration of evolving patterns of equal protection and due process of law in recent local, state, and federal laws and court decisions. Employment, marriage, the right to privacy, and the possible impact of the Equal Rights Amendment are among the topics to be discussed.

150. The Middle East in World Affairs.

This course offers a general appreciation of the twentieth-century historical context of current Middle Eastern issues and an even-handed understanding of international political problems in the Middle East by applying a "levels of conflict" approach (e.g., inter-Arab, Arab-Israeli, Cold War, consumer-producer).

201. The American Judicial Process.

This course examines the politics, processes and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Prerequisite: Political Science 101 or permission of the instructor.

203. Constitutional Law I: United States Governmental Powers and Relationships.

An examination of the role American courts have played in shaping governmental powers and relationships outlined in the Constitution. The course will consider the doctrine and use of judicial review, and the legal problems raised by separation of power be-

tween the national branches and by the division of power between nation and state. Special attention will be paid to the ways in which courts have affected the power of Congress over taxation and commerce and the domestic and international powers of the Presidency. These issues will be examined through an analysis of court decisions and through application of legal principles to hypothetical fact situations. Prerequisite: Political Science 101 or its equivalent and sophomore standing.

204. Constitutional Law II: Civil Liberties.

An examination of the role American courts have played in giving meaning and scope to rights and liberties protected by the Constitution. The course will consider rights of persons accused of crime; rights to free speech, press, and assembly; freedom of religious belief and practice; equal protection of the law; the right of privacy. These issues will be examined partly through consideration of the actual impact of such decisions on the political system. Examinations will require the student to apply principles to hypothetical fact situations. Prerequisite: Constitutional Law I or Political Science 101, sophomore standing, and permission of the instructor.

211. Methods of Political and Social Research.

An introduction to the logic of social inquiry, research design, and methods of data collection used in behavioral political and social research. Topics to be covered include experimental and *ex post facto* research design plus techniques of surveys, observation, simulation, and content analysis. Students will construct their own survey research designs. Prerequisite: one 100-level course in political science or sociology-anthropology.

212. Elementary Statistics and Computer Analysis in Political and Social Research.

An introduction to elementary applied statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects, and analyze this statistically using pre-packaged computer programs. Prerequisite: Political Science 211.

216. Urban Politics.

An examination of the political organization and political processes in metropolitan areas in the U.S. Topics include the role of the city in the federal system, metropolitan reorganization, the political structure of cities and suburbs, party organization and interest groups in urban areas, electoral behavior, and community power structure. The nature of the urban crisis in America and public policy proposals to solve the crisis will also be discussed. Prerequisite: One 100-level course in political science or permission of the instructor.

217. International Political and Economic Organizations.

First half: survey of early theories and international organizations, examination of the United Nations organization with emphasis on political dynamics, peacekeeping, and economic activities. Second half: survey of major international economic organizations which link and divide nations of the First, Second and Third Worlds. Prerequisite: Political Science 104 is recommended.

220. Group Study in Law: Field Placement.

Students will have field placements in law firms and court-related agencies. Details of each placement will be negotiated by the student and the field sponsor. Participants will meet as a group throughout the semester for discussions with one another and with faculty. Each student will keep a journal and make a final presentation to the group. Prerequisite: Sophomore standing and consent of instructor.

225. United States Foreign Policy.

Survey of factors and forces which shape the making and implementation of American foreign and defense policy. Emphases are on the perceptions of decision makers, the impact of the policy-making process on decisions, and actual policies since World War II. Prerequisite: Political Science 101 or 104, or consent of instructor.

226. Soviet Foreign Policy.

Analysis of the factors and forces which shape Soviet foreign and defense policy. Common assumptions about Soviet motives are weighed against actual

behavior and assessed. Policy toward China, Eastern Europe, and the Third World is considered, with the primary focus being the Russian-American relationship since World War II. Prerequisite: Political Science 104 or consent of instructor.

228. Public Administration.

An examination of policy implementation in the U.S. at national, state, and local levels. Special attention will be given to agencies and individuals mandated to execute particular public policies, with the following objective in mind: a better understanding of (a) the relationships between structure and personnel on the one hand and policy implementation on the other; (b) the symbolic as well as practical aspects of policy implementation; (c) the interrelationships among executive agencies and between such agencies and legislatures and judiciaries as each participates in shaping and executing public policy. Prerequisite: Political Science 101.

229. Public Opinion and Propaganda.

An examination of the techniques of political propaganda and their effects on public opinion in contemporary America. Of particular interest will be the role of the mass media (especially television) and computer technology as propaganda instruments in election campaigns. Prerequisite: One 100-level course in political science or sociology-anthropology.

238. Congress and the Presidency.

A study of the interrelationships between the modern Presidency and Congress, stressing contemporary forces and personalities straining and changing the relationship in a period of unparalleled institutional crisis. Prerequisite: Political Science 101 or permission of the instructor.

281. Black Politics: Strategies and Tactics.

This course deals with the examination of the major political organizing and development tactics of Blacks in the United States since 1900. An analysis of political goals and tactics is the central focus. Other aspects to be examined are: similarities and differences in the philosophies of George W. Carver and Booker T. Washington, the organizing of the NAACP, the Garvey

Movement, the Black Panthers, the Mississippi Freedom Democratic Party, and the Black National Political Convention. (See also Black Studies.)

305. Political Leadership: The American Presidency.

An investigation of what factors motivate individuals to seek the office of the presidency and, once in power, what factors affect performance. Case studies of several 20th-century presidents will be utilized. Prerequisite: Political Science 101 or 108 or consent of instructor.

315. American Political Thought.

This seminar examines the origins and development of the rich heritage of political ideas which have shaped contemporary American politics and institutions. Drawn from primary sources, readings explore the aspirations and arguments of those people who from colonial times to the present have helped to shape the concept of free government.

322. Competing Interpretations of American Foreign Policy.

How to describe American foreign policy — imperialistic, defensive, altruistic, a combination? How to explain the Cold War — Soviet aggressiveness, American expansiveness, spiraling misperceptions and mutual diplomatic clumsiness? This course examines in seminar format the range of competing interpretations and seeks to assess them by analyzing their underlying assumptions and the evidence presented in their defense.

501, 500, 502. Independent Study.

603-604. Tutorial.

Psychology

Major Requirements:

12 courses, including the tutorial. Prospective majors should complete 101, 102, 109, and 110 by the end of the sophomore year. Courses 211 and one course unit of 503, 504, or 505 must be completed in the junior year. Courses 603 and 604 must be completed in the

senior year. In addition, majors must choose three courses from the following: Group A: 221, 222, 223, 224; Group B: 231, 232, 233; Group C: 241, 242, 252. Courses in Group A, B, and C have both lecture sections (1 course) and laboratory sections (½ course). Lecture sections may be taken for credit without laboratory; laboratory sections must be taken concurrently with lecture sections. The three courses may be chosen according to one of the following schemes: 1. One course from each group, two with laboratory, one laboratory must be in Group A. (This is the most general option but is not by itself optimum preparation for beginning graduate work in psychology.) 2. Two courses from Group A and one from either B or C, any two with laboratory. (This is better than option 1 as preparation for graduate work in psychology.) 3. Three courses from Group A (223, 224, and either 221 or 222), two with laboratory. (This amounts to a concentration in experimental psychology and is the best available preparation for graduate study in psychology.)

The following courses are especially valuable foundations for graduate study in psychology: Mathematics 101, 102, 221, 222, 251 and 252; Biology 143, 144, 204, 241, 307; Chemistry 101, 103, 205.

Students not majoring in psychology may take the lecture section of any course, provided they have had Psychology 101 or its equivalent. Generally, the laboratory sections of advanced courses have Psychology 102 as prerequisite, but non-major students who have not completed Psychology 102 may seek the permission of the instructor to enter the laboratory section of an advanced course.

Interdepartmental Major Requirements:

Any interdepartmental major which includes psychology shall include at least 8.0 units of psychology courses of which 4.0 units are required (101, 102, 109, 110). The student must choose, with the approval of a member of the Psychology Department, three additional courses from Groups A, B, and C; at least two of the three elective courses must include the laboratory section.

Minor Requirements:

A minor in psychology shall include at least 6.5 units

of psychology courses of which 4.0 units are required (101, 102, 109, 110). The student must choose, with the approval of a member of the Psychology Department, two additional courses from Groups A, B, and C; at least one of the two elective courses must include the laboratory section.

001. Freshman Seminar: Sexes: Stress and Madness.

A study of sex differences in behavior and stress reactions. The seminar will examine contemporary coping strategies (e.g., biofeedback, meditation) and personal madness as alternative reactions to stress from a scientific perspective.

101. General Psychology.

An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture.

102. Advanced General Psychology.

Lectures and experiments on selected problems in human and animal learning, perception, problem solving, motivation, and social behavior. Three hours lecture, four hours laboratory, weekly. Prerequisite: Psychology 101. 1½ courses.

109. Elementary Statistics.

Designed primarily to introduce psychology majors to an essential research tool. Introduction to frequency distributions; probability models; descriptive indices of central tendency, variability, and association; inferential statistics including "nonparametric" techniques; partitioning of variance. Concurrent registration in 110 required. Prerequisite: 102 previously or concurrently; upperclass students may register with permission of the instructor.

110. Quantitative Methods Laboratory.

Instruction and practice in methods of data reduction and calculation. Construction of tables and graphs, calculation from graphs, use of desk calculators, computers, introduction to computer programming. Prerequisite: 109 or equivalent previous or concurrent. ½ course.

83. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure. See also Black Studies.)

11. Research Design.

An examination of experimental design procedures with an emphasis on analysis of variance. The issues and concerns which confront the researcher in designing and analyzing experiments will be considered. Required of all majors. Prerequisite: Psychology 109, 110 or equivalent.

21. Learning: Basic Processes.

Lecture. Empirical research and theories concerning basic learning processes in animals and humans. The course deals with classical and instrumental conditioning, extinction, generalization and discrimination, as well as the role of motivation, reward and punishment, and other task variables affecting performance in learning tasks.

21A. Laboratory.

Animal and human experiments are conducted to familiarize students with the methodology and analysis of research in learning. ½ course.

22. Human Learning, Memory, and Cognition. (Group A)

Lecture. An overview of empirical research and theories concerning verbal learning, attention, memory, transfer, problem solving, and thinking.

22A. Laboratory.

Designed to familiarize students with the methodology and analysis of research in human learning. Both replication of existing studies and original experiments are performed. ½ course.

23. Perception. (Group A.)

Lecture. An examination of perception as an information-extraction process, with emphasis on classical and contemporary methods, data, and theories. The

relation of perception to motivation, learning, and cognition will be considered.

223A. Laboratory.

Experiments and demonstrations of the major perceptual phenomena will be performed by the students. ½ course.

224. Motivation. (Group A.)

Lecture. A survey of the concepts and data related to the arousal and direction of behavior.

224A. Laboratory.

Experiments with humans and other animals on the factors controlling activity, productivity, choice, and aspiration. ½ course.

231. Social Psychology. (Group B.)

Lecture. A survey of human and animal behavior in social context. Prerequisite: Psychology 101 or Sociology-Anthropology 101.

231A. Laboratory.

Field studies and laboratory experiments on behavior in social situations. ½ course.

232. Personality. (Group B.)

Lecture. A survey of modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant "theories" of personality.

232A. Laboratory.

Laboratory and field studies to examine the effects of individual characteristics on various aspects of behavior. ½ course.

233. Abnormal Behavior. (Group B.)

Lecture. A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of disturbed behavior.

233A. Laboratory.

Clinical case demonstrations, films, tapes, and institutional visits are combined with individual projects relating to work with disturbed individuals and their families. Non-majors must obtain the consent of the instructor to register for the laboratory. ½ course.

241. Psychobiology. (Group C.)

Lecture. An examination of the biological correlates of behavior. Emphasis will be placed on the central nervous system, its structure, organization, and function. Specific topics considered are sleep, learning, memory, sexual behavior, motivation, and complex processes such as thought and language. Prerequisite: One course in either biology or psychology.

241A. Laboratory.

Basic surgical techniques for electrode implant and other operations, brain dissection and slide preparation. Rats will be physiologically manipulated and the resulting behavior observed. ½ course.

242. Animal Behavior. (Group C.)

Lecture. An examination of the basic principles of animal behavior with emphasis on social behavior, social organizations, and communication.

242A. Laboratory.

Observation and experimentation with a variety of species including primates, rodents, reptiles, and insects in natural, semi-natural, and laboratory environments. ½ course.

251. Tests and Measurements.

A study of the principles and major concepts of psychological and educational testing; a systemic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course.

252. Principles of Child Development. (Group C.)

An overview of psychological development from birth through adolescence.

253. Child Psychopathology.

Discussion of clinical and research findings on disorders of behavior and learning in childhood, including psychoneurosis, autism, learning disabilities, mental retardation, personality disorders, and hyperactivity. Prerequisite: 101 or 102 plus instructor's permission.

292. Philosophy of Mind.

This course will focus on the mind-body problem. It will examine such questions as: Is there a non-material soul which is separate from but within the body? Is this

the same as a mind? If so, how can it act on matter? Is materialism true? Is behaviorism an adequate solution to the mind-body problem? What is a mind? Is it a soul, a self, a brain, a thinking substance, a non-material by-product of brain processes, the functioning of the nervous system, or a set of dispositions to behave? Can machines have minds? How do we know that other people have minds? Is there some "living" part of us which survives the body's death? Although the course will survey historical perspectives, it will concentrate upon contemporary theories (e.g., identity theory, physicalism, behaviorism).

292 cannot be used to satisfy major requirements.

350. History of Psychology.

Main trends in the history of the science as revealed in the development of major research problems.

501, 500, 502. Independent Study.

503, 504, 505. Individual Research in Psychology.

Intensive study of a specific research problem by survey of literature, data collection, data analysis, with the supervision and collaboration of a faculty member and possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or Interim; repeated registration to a total of three units permitted. This course is ideal preparation for tutorial work in psychology. Prerequisites: At least one laboratory course in addition to 102, prior consultation with instructor, and instructor's permission.

603-604. Tutorial.

Sociology-Anthropology

Sociology and Anthropology comprise the joint study of human thinking, feeling, and acting in traditional and modern societies and of how humanity became human. The major is intended to broaden and deepen the student's capacities for analyzing social cultural relationships and how these relations change.

Sociology-Anthropology students should acquire

broad exposure to the humanities as well as to natural and social sciences. They are advised to take courses in economics, history, philosophy, political science, and psychology.

Major Requirements:

11 course units, including the tutorial. Students majoring in sociology-anthropology are required to take the following: Sociology-Anthropology 101, 103, 104, 214, and Political Science 211 and 212 (or Psychology 109, 110, or Mathematics 110). It is recommended that students take 101, 103, and 104 by the end of the sophomore year and take 214 and Political Science 211 and 212 by the end of the junior year. Majors are required to take three electives in the department. Electives may include Music 121 or Philosophy 105.

Interdepartmental Major Requirements:

An interdepartmental major in sociology-anthropology must complete 8.0 course units exclusive of the tutorial. All majors must complete Sociology-Anthropology 101, 103, 104, 214; Political Science 211 and 212 (or Psychology 109, 110, or Mathematics 110); and three electives in sociology-anthropology, one of which is at the 200 level or above. Electives may include Music 121 or Philosophy 105. *214*

Minor Requirements:

A sociology-anthropology minor must complete 6.0 course units including Sociology-Anthropology 101, 103, 104 or 112, 214; Political Science 211; and one elective in sociology-anthropology.

003. Freshman Seminar: Knowledge for What?

The human uses of the social sciences. The identification, study and discussion of questions about our world. A general introduction to major ideas and sources of information bearing on the issues named in the seminar.

101. Introduction to Sociology.

The aim of this course is to develop a scheme for the analysis and comparison of human societies. The scheme is developed by attending to the historically variable ways that the political, economic, kinship, and cultural elements of different societies interrelate to produce distinctive patterns of domination, social

character, and value-preferences.

103. Early Persons and Culture.

Examination of the processes and evidence of the origins and evolution of human beings. Origins and evolution of societies. Introduction to anthropological ideas of socio-cultural processes and formations.

104. Introduction to Social/Cultural Anthropology.

Study of the nature of socio-cultural processes, with emphasis on the understanding of humanity to be gained from comparative study of primitive cultures, complex traditional societies and underdevelopment in the modern world.

108. Social Problems and Issues.

This course focuses upon the causes of a number of contemporary social problems in this and other societies. The problems to be discussed might include crime, racism, poverty, the pollution of the environment, population changes, class and ethnic conflicts, and war. Attention will be given to a variety of proposed solutions to these problems.

110. Introduction to Archaeology: Old World.

The course will introduce methods for the reconstruction of the lifestyles of extinct cultures. It will emphasize key sites in Africa, Asia, and Europe from early Stone Age peoples through the origins of agriculture to the rise of the first civilizations. May be taken independently of Sociology-Anthropology 111.

111. Introduction to Archaeology: New World.

The course will introduce methods for the reconstruction of the lifestyles of extinct cultures in North and South America. The major problems to be explored are the peopling of the Western Hemisphere, and the questions of the independent development of agriculture and civilization in the New World. Some attention will also be given to the historical archaeology of colonial sites. May be taken independently of Sociology-Anthropology 110.

112. Peoples and Cultures of the World.

A survey of populations or "races" of the world for non-majors and majors; questions of the "races" of man. Survey of major socio-cultural regions of the

world (e.g., Mid-East, Sub-Saharan Africa, American Indian). Attention to teaching about other ways of life in primary and secondary education.

114. Middle Eastern People and Cultures.

A survey of the ethnic and religious diversity and the key social institutions of urban and rural communities in the lands from Morocco to Afghanistan. Consideration will be given to the historical factors underlying the current transition in the area.

120. Changing Sex Roles in Contemporary Society.

Contemporary changes in sex roles and the consequences of being female and male in terms of roles, rewards, costs, and identities. Biological in relation to the cultural determinants of sex differences through time; the social, economic, and political function of role differentiation. Women's participation in social change; cross cultural comparison of changing sex roles in selected countries such as Sweden, China, Israel.

135. Ethnic, Nationality, and Race Relations.

The interrelations of culturally or physically distinctive groups within developed and developing societies. Comparative contexts of struggle over symbolic, political and economic interests. Prerequisite: one course in the Social Relationships Division.

140. Cross-Cultural Perspectives on Dying and Death.

The many meanings of "death." Socially induced death, e.g. abortion, infanticide, suicide and magical death as well as murder and warfare. The reordering of family, property, political and ritual relations *post mortem*. The fate of the soul in different cultures. Prerequisite: one course in the Social Relationships Division.

145. Urban Anthropology.

Central places for the coordination of the economy, power, ideology and entertainment. An anthropological perspective on the pathways, requirements and consequences of urbanism, with particular emphasis on the role of proletariats and sub-proletariats inside and outside of urban centers. The research of anthropologists in cities. Prerequisite: either 101, 103, 104, 112 or permission of the instructor.

148. Marriage and the Family.

This course analyzes marriage and the family in American Society; their historical development; the contemporary economic and cultural pressures on them; and the impact which social class has upon the nature of family life. Particular attention is given to the differences between middle and working class families in regard to child rearing, sexual practices, and courtship. Prerequisite: Sociology 101 or permission of the instructor.

150. Marriages and Family Life in Different Cultures.

The varied and changing ways in which spouses are found, children are reared, authority is wielded, property is transmitted and rituals are enacted in the familism of Native Americans, Africans and Pacific Islanders as well as in peasant communities of Latin America, the Near East and Asia. Prerequisite: one course in the Social Relationships Division.

182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman. (See also Black Studies.)

188. The Black Family.

A sociological analysis of the Black family in America. The interrelationship of the socio-economic status, the social structure, and social changes affecting the Black family is emphasized. (See also Black Studies.)

214. Classical Socio-cultural and Political Theory.

This course examines the work of five major social and political theorists (Comte, Spencer, Marx, Weber and Durkheim) who helped to lay the foundations of contemporary social science. Their ideas are analyzed against the background of the Industrial and French Revolutions and in terms of the problems of political and social authority, the nature of human history, the major political dilemmas facing modern life, and the properties of a science of human behavior.

218. Social Movements.

This course examines a variety of schemes for the

study of different types of social movements. Social movements with political, economic, and religious aims are given special attention. The conditions under which they arise and decline, the nature of their leadership and following, and their ideologies are compared and contrasted.

220. The Culture of Schooling.

This course focuses on schooling or formal education as an aspect of the development of industrial nation-states. The culture of American schools is given special attention with emphasis on the changing functions of education in our society. The effects of the imposition of western-type schooling on developing non-western societies is also analyzed.

222. The Sociology of Religion.

This course examines the social basis of religion; the ritual devices which are used to render plausible religious experiences; and the impact of religion upon political, economic, and psychological behavior. The religions of traditional societies are given special attention. Prerequisite: One course in the Social Relationships Division or permission of the instructor.

224. Sociology and Anthropology of Law.

The focus of this course is upon law as a social activity. The following topics are studied from a comparative and historical perspective: law and social structure, law as conflict resolution and social control, and legal processes. The main emphasis of the course is upon law and social change.

225. Culture and Personality.

Through examination of the anthropological data of Margaret Mead, Cora Dubois and others the effect of culture upon personality is explored. Emphasis is placed on childhood socialization in relation to adult personality. Prerequisite: One course in either sociology-anthropology or psychology or permission of the instructor.

226. Social Classes and Castes.

This course analyzes the causes and consequences of institutionalized inequality in American society. The problems of minority groups, the relationship of stratification to conflict, and the possibilities of social change are emphasized. Prerequisite: Sociology 101.

228. Deviance and Social Control.

Examination of why people are deviant and why and how societies react to deviance. Particular attention to the causes of serious crime, so-called "victimless crime," and white collar and political crime. Focus on the question of the degree to which deviance and crime comprise an adaptive mechanism and products of culture rather than individual pathology. A 100-level course in sociology-anthropology recommended but not required.

231. Introduction to Criminology.

A general introduction to major issues and problems in the study of crime and criminal behavior. Origins of the discipline of criminology. Theories of causes of crime and critiques of these theories. Criminal law and the criminal justice system in the U.S. and in other societies.

234. Social Work and Social Welfare in Sociological and Historical Perspective.

This course examines social work and social welfare in the U.S. and in a number of European societies. Particular attention will be paid to the historical and analytical basis of the methods used by social workers to deal with social problems; to the dilemmas which result from the organization of social welfare agencies; and to the effect which cultural and political factors have had upon social welfare practices. Prerequisite: One course in the Social Relationships Division or permission of the instructor.

252. Women in Cross-Cultural Perspective.

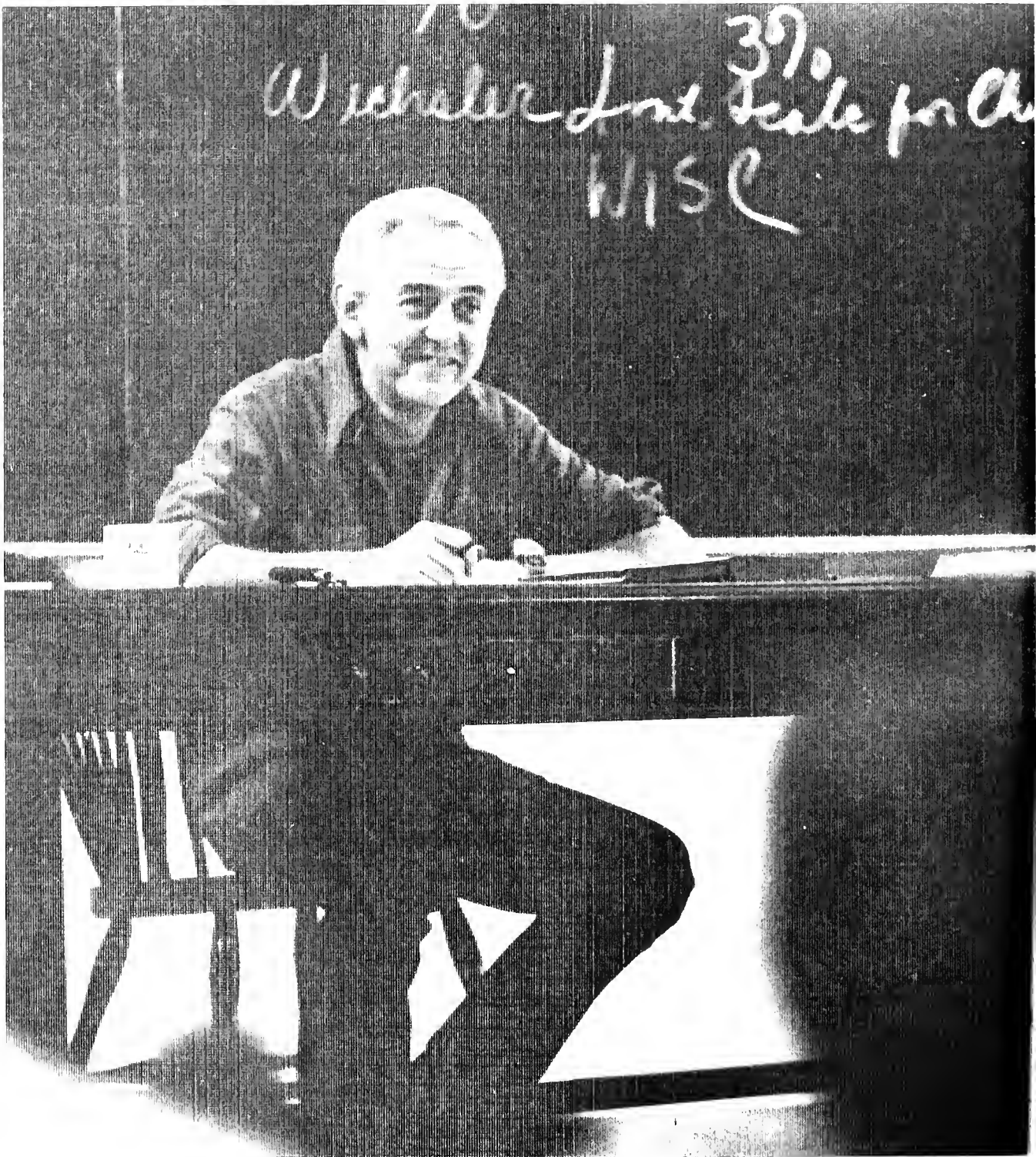
Economic, social, political and ritual identities and functions of women in a wide variety of cultures, ranging through the "primitive," "historical" and "modern" levels of complexity. Critiques of traditional anthropological approaches to description and analysis. Prerequisite: Sociology-Anthropology 101, 103, 104, 112 or permission of the instructor.

301. Seminar.

This course varies emphasizing areas of interest in contemporary theory and research in sociology and anthropology.

501, 500, 502. Independent Study.

603-604. Tutorial.



Program areas

(See also *Departmental Areas*)

Administration and Management

The Administration and Management Program is designed to prepare students in the basic knowledge and skills required for the pursuit of careers in modern complex organizations. The program curriculum intends to develop students who can convey ideas in a disciplined and interesting manner in speaking and writing; who understand the nature and function of various types of human organizations and the people who work in them; who understand the function of law and morality in regulating and guiding human decision making; who have knowledge of the American economic system and principles of finance, financial analysis, and record keeping; who can think logically and realistically in planning and making decisions; and who also have an understanding of the role and history of women.

The methods of teaching and the content of the curriculum will emphasize intellectual and critical appraisal rather than technical specialization. The courses focus on general knowledge and prepare the liberally-educated student for the administration and management of the formal institutions of our society.

Major Requirements:

17 course units, including one internship and the tutorial. Students majoring in administration and management are required to take the following: Administration and Management 101, 201, 202, 222, 23, 250, 302, 322, 603, 604. Additional required courses are Economics 101, 102; English 103; Information Science 103; Mathematics 107, 108; and either Mathematics 110, Psychology 109, 110, or Political Science 211 (prerequisite Political Science 211).

Interdepartmental Major Requirements:

9.0 course units, not including the tutorial. Required courses are Administration and Management 101, 201, 22, 223, 302; Information Science 103; Mathematics 107; one statistics course (Mathematics 110, Psychology 109, 110, or Political Science 211); and one research methods course (to be taken in the department which is to be combined with administration and

management for the major, or in any of the other social science areas if that is more appropriate). It is strongly recommended that the student complete two economics courses and English 103.

Minor Requirements:

The following courses are required for the administration and management minor: Administration and Management 101, 201, 222, 223, 306, Information Science 103, and Mathematics 107. It is strongly recommended that the student complete two economics courses and English 103.

101. The Modern Corporation: An Introduction to Contemporary Business.

The economic and social setting of business in contemporary industrial society is examined, with emphasis on its impact, functions, forms, values, and responsibilities. Students are introduced to administrative and managerial purposes and processes.

The course considers several aspects of business operations, including financing and ownership, production, marketing, growth and development, and the decision-making process. Also studied are the relationships between business institutions and their several publics: consumers, employees, owners, governments, schools, and the local community. The impact of business on the physical environment is examined.

201. Experiencing Organizations.

This course applies the behavioral sciences to each student's experiences in organizations. Beginning with the individual as an organization, the course will develop understanding of the structure, function, and environment of work and other social organizations. Students will be exposed to a variety of types of organizations, including business, government, medical, education, religious and volunteer systems.

Particular emphasis will be placed on recognizing and influencing the relationship of various components of the organization to increase organizational

effectiveness. Prerequisite: Administration and Management 101 or permission of the instructor; it is highly recommended that Psychology 101 or Sociology 101 be taken previously.

202. Managing Organizations.

This course provides an introduction to the role and functions of managers in organizations. Areas which will be explored are work, its design and distribution; personnel, their selection, training, and evaluation; communication, its design and implementation; decision-making, appropriate means for different problems; innovation and social responsibility, the limits of a manager's function. Throughout the study we will consider the relationship of style of interpersonal communication, use of power, control, and accountability to the success of the manager. Prerequisite: Administration and Management 201.

222, 223. Financial Analysis and Managerial Accounting I, II.

This course is designed to enable the non-accountant to gain an understanding of basic accounting theory and commonly used accounting terminology and practice. Students will be taught the objectives of basic financial statements, how to read the financial statement captions and supporting data, and how to interpret the financial data presented. The focus of the course is upon principles, objectives and interpretation rather than bookkeeping techniques. Prerequisite: Mathematics 106 or equivalent.

250. Group Study in Administration and Management: Internships.

Students will have field placements in some aspect of the administration and management of an organization. The particulars of each field placement will be negotiated by the student and her field sponsor. Participants will meet as a group throughout the placement period for discussions with one another and with faculty. Each student will keep a journal and write a final report regarding the organization. Prerequisite: Administration and Management 101, Administration and Management 201, and permission of instructors.

302. Values in Contemporary Organizations.

In this course students will develop the skills for

identifying value issues and conflicts which are encountered by modern organizations, especially those issues that arise in relations between the organization and its employees, and the organization and society. The students will analyze the elements of value issues, formulate personal positions, and critically examine their own values. Format of the course will be the seminar. Readings from major interdisciplinary and social science writers will include articles, books, and cases about historical trends in economic conditions, technological developments, theories of human nature, the meaning of work, and notions of ethics and morality. Prerequisites: Administration and Management 101 and 201.

304. Non-Profit and Volunteer Systems.

This course offers an understanding of the non-profit organization, of its frequent utilization of volunteerism. Organizational theory applied to the non-profit sector will be explored. Organizational structures and management styles which are appropriate for the non-profit organization will be presented. The nature of volunteerism and issues of volunteer motivation will be discussed. Case studies and guest speakers will be utilized to examine particular types of non-profit organizations. Examples to be used include educational, health care, artistic and cultural, charity, and professional organizations. Prerequisites: Administration and Management 101 and 201.

306. Marketing.

This course will explain the marketing function which profit, non-profit, and volunteer organization need in order to sell a product or service, or to interest potential clients, members or investors. Case studies will provide the vehicle for using research and statistical analysis to determine markets and to forecast effectiveness of marketing plans. Issues of ethics, legal regulations and the media will also be explored. Prerequisites: Administration and Management 101 and 201.

322. Methods of Organizational Research.

An introduction to the logic of disciplined inquiry, research design, methods of data collection, and the logic of data analysis used in organizational research.

Topics to be covered include exploratory, descriptive, experimental, and evaluation research designs plus techniques in focused and standardized interviewing and questionnaire construction. Through reading and discussing management journals, students will also develop the ability to evaluate and assess published research reports. Prerequisites: Administration and Management 101, 201, and 202 and permission of the instructor.

351. Special Topics.

This course offers the student with a thorough understanding of the theoretical aspects of research methodology an opportunity to confront the creative and practical problems of formulating, designing, and planning an actual research project and preparing an acceptable research proposal. The student will learn through the use of exploratory research techniques how to structure her own research project relevant for solving a concrete organizational problem. Prerequisite: Administration and Management 322.

500, 501, 502. Independent Study.

603, 604. Tutorial.

Communication

The Communication Program provides an interdisciplinary approach to the study of communication systems that permeate our existence. It provides students with a theoretical approach to the analysis of messages in all the media of human expression. Students will develop their abilities to write, speak and look effectively. It also provides students with the opportunity to apply their critical abilities in the creation of media productions. Finally, the program offers the student the opportunity to experience the reality of on-the-job media work through the College Internship Program. The program is designed especially for students interested in a wide range of careers including publishing, journalism, public relations, advertising, broadcasting, and film or students interested in graduate study in the field.

Major Requirements:

16 courses including: 101 or 201, 102, 195, 301, one approved internship, English 103, Philosophy 119, Information Science 103, four corollary courses, and the tutorial. In addition, students must successfully complete one course at the intermediate level in a foreign language.

Interdepartmental Major Requirements:

Eight courses including: 101 or 201, 102, 195, English 103, and four approved communication courses at the 200 level or above. While not included in the required eight courses, students must take one approved communication internship and the tutorial must integrate the two disciplines combined in the interdepartmental major. Such a combined major must be approved by both departments and supported by a letter from a full-time faculty member who will advise and direct the student's course work and tutorial.

Minor Requirements:

Seven courses in communication including: 101 or 201, 102, 193, and four approved communication courses at the 200 level or above. There are no internship or tutorial requirements for a communication minor.

Core Courses:

101. Introduction to Communication.

A course designed to introduce students to all areas of human communication. Beginning with an overview of the field, the course critically surveys the research done in intrapersonal, interpersonal, small group, and mass communication. This includes an analysis of both verbal and nonverbal behavior.

102. Mass Communication.

A critical study of the growth, functions and effects of the media on mass communication. Major emphasis is placed on the information systems which have developed in contemporary society, including the print media, photography, film and the electronic media. Prerequisite: 101 or permission of the instructor.

192. Photo I.

This course is designed to introduce students to the

basic techniques of exposure and development in black-and-white photography. Emphasis is on technical as well as aesthetic characteristics. The photograph will be studied as a medium for documentation, representation, and expression. Limited enrollment. See Program Director for registration. Prerequisite: Permission of Program Director. Photography laboratory fee.

193. Visual Studies.

An interdisciplinary study of the principles of design and visual perception. This course explores the elements of visual literacy with special emphasis on such concepts as balance, color, illusion, and movement. Students will develop their abilities to appreciate and use the visual mode of communication more effectively.

195. Media Production I.

An examination of the process and products of visual media software and their uses. Emphasis is on illustration, paste-ups, preservation, coloring, lettering, photography and duplication of visual materials. Term projects include transparencies, slides, mounting, lamination, introduction to process camera, photosketching, grid drawings, and mounting for display. Photography laboratory fee.

200. Equipment Utilization and Media Resources.

An introduction to the media hardware used for projected and audio presentations. Emphasis is on using various film projectors; audio taping and sound mixing; overhead and sound/synch slide systems. Students will use portable and studio video equipment. Additional emphasis will be placed on designing resource centers. Prerequisite: Communication 195 and permission of the instructor.

201. Communication Systems and Theories.

A critical study of the major contemporary theories of communication developed within the fields of communication, rhetoric, and related disciplines. Beginning with an analysis of the goals of theory construction in the natural and social sciences, students will explore alternative systems in specific research contexts. This will enable students to apply these

theoretical concepts to areas of their own interest.

202. News and Feature Writing.

A workshop course designed to introduce students to the basic journalistic techniques of the print media with special emphasis on the structure and preparation of news and feature articles. Students will learn how to research, document, and write articles suitable for newspaper publication. Prerequisites: English 103 or permission of the instructor.

203. Editing and Writing.

A workshop course designed to increase the student's ability to write factual articles. It introduces the student to the techniques of specialized reporting, interviewing, and editing. Students will write and edit articles throughout the term. Prerequisites: English 103, Communication 202, or permission of the instructor.

204. Organizational Communication.

A critical study of the communication networks in contemporary organizations. Students explore the internal and external communication patterns of organizations and analyze the effects of alternative communication styles on the functioning of the organization.

205. Television Production I.

This course is designed to acquaint the student with the theory and practice of small studio television production. Emphasis will be on studio design and nomenclature; production variables (i.e., lighting, camera, sound, graphics, special effects, editing, and scripting); and the implementation of studio programs. We will work with ½-inch black-and-white videotape. Due to equipment limitations, all production work will be studio oriented and all programs will be of a small studio nature.

220. Persuasion.

This course will explore rhetorical and experimental studies of persuasion. It will introduce the student to the research in the field and critically examine some of the techniques developed in "selling" products, politics, and culture. It will also examine the ethical considerations relevant to these techniques. Prerequisite:

sites: Communication 101, 102, or permission of the instructor.

234. Special Topics.

A course designed to study selected topics in communication. Content varies from year to year and includes such topics as: Communication Law, Investigative Journalism, Specialized Roles in the Media, Women's Speech, and Women and the Media. May be repeated for credit with different content.

250. Group Study in Communication. Interim.

Students will have field placements with local firms and institutions in the media. The particulars of each field placement will be negotiated by the student and her field sponsor. Participants will meet as a group throughout the placement period for discussions with each other and with faculty. Each student will keep a journal and make a final presentation to the group. Prerequisites: Communication 101, English 103, and permission of the instructor.

292. Photography II.

This course is designed to acquaint students with several darkroom and photoprocessing methods. Special attention is given to working with various photo papers, exposure manipulation in printing processes, toning, intensification, filtration, studio lighting of products, and photo-finishing techniques. It also develops the student's aesthetic sense by emphasizing principles of composition. Prerequisite: Communication 192 or portfolio and permission of the instructor. Photography laboratory fee.

301. Research Seminar.

This course will consist of a critical analysis of selected issues in the field and will serve to synthesize the knowledge students have gained throughout their career. Students will develop their abilities to conduct research, present their ideas before others and to argue persuasively. Prerequisite: Permission of the instructor.

403. Emerging Communication Technologies.

This course is concerned with the newest forms of

communication technologies such as cable TV and satellite communications systems. Policy options for future development in the communications field, and societal implications of an electronic culture are studied.

353. Media Production II.

An in-depth study of photo-reproduction processes. Emphasis is on the use of the 35mm, 4x5, and process cameras for difficult copy, line copy, bas relief, half-tone reproduction, title slide preparation, posterization, etch bleach, diazo conversion, metal platemaking and offset printing. Each student will present a bound book version of all projects as a portfolio for evaluation. Prerequisites: Communication 192 and 195. Photography laboratory fee.

355. The Language of Cinema.

This course is designed to develop the student's ability to analyze and interpret the pictorial theory and message in film. Specific emphasis is on film as a discursive medium of communication, with a critical analysis of optical effects, cutting, sounding, camera manipulation, and use of angles and sequencing. The class studies films ranging from shorts to full-length features.

500, 501, 502. Independent Study.

603-604. Tutorial.

Corollary Courses*:

These courses are drawn from departments throughout the college; the list changes from year to year as departmental offerings change. Courses are selected on the basis of their relevancy to the field of Communication. Students should choose these courses carefully in consultation with their advisor.

Administration and Management: 202: Managing Organizations; 306: Marketing.

Art: 101, 102: Drawing; 133, 134: Survey of Western Art I and II; 146: Practices and Principles of Design I; 256: Modern Architecture; 258: Twentieth Century Art.

Information Science: See Course Offerings.

Chemistry 116: Contemporary Topics in Chemistry.

Drama 192: Speaking to Inform and Persuade.

English 141: Introduction to Descriptive Linguistics.

History 150: Popular Culture and the Media, 1900-1950; 257, 258: American Cultural History.

Mathematics 110: Elementary Statistics; 212: Probability Theory and Applications.

Philosophy 251: Philosophy of Art.

Political Science 211: Methods of Political and Social Research; 212: Elementary Statistics and Computer

Analysis in Political and Social Research; 229: Public Opinion and Propaganda.

Psychology 223: Perception; 224: Motivation; 231: Social Psychology.

Sociology-Anthropology 101: Introduction to Sociology.

**Course descriptions appear under departmental offerings.*

Areas of study

Black Studies

Drama 181. Contemporary Black Drama.

A study of the growth of the Black theatre and the ways in which it reflects the cultural, social, and political history of Blacks in America. Works of selected Black poets and playwrights are analyzed through studio performances. Students are exposed to activities of Black theatre groups in Pittsburgh.

Education 322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study.

English 184. Study of Black American Writers.

A survey of literature by Black Americans. The course examines Black literature of all genres: slave narratives, poetry, novels, plays, and non-fiction. Attention is focused upon the specific social, cultural and political contexts which influenced the nature of Black writing.

English 288. Female Writers of the African Diaspora.

A study of common themes in the poetry, short stories, and novels of selected African, Caribbean, South American, and Africa-American female writers.

History 145. Islamic History and Civilization Since 1500 A.D.

This course will first deal with the immediate background to the modern period, the era of the last great Muslim empires. Then it will examine the successive phases of Islamic responses to internal decline and the rise of Western hegemony. Finally, it will turn to the growth of nationalism, the achievement of inde-

pendence, the establishment of nation states, and some of the social, political, and economic problems of modernization. Emphasis will be placed on acquiring a broad view of the Muslim world in modern times.

History 181. History of Africa: Introduction to African History from Earliest Times to the Partition.

This course is intended as a survey of African history from the earliest times to the general partition of Africa by the agencies of Western expansion. It is designed to be of interest to those having their first exposure to African society and its history as well as those with more developed backgrounds. Special emphasis will be placed upon the growth of Africa's own indigenous civilization up to about the beginning of colonialism. Slides and films will be utilized where appropriate and available.

History 187. Afro-American History.

A survey of the saga of Afro-Americans from west Africa through slavery to emancipation in the United States. The course examines some of the major political, social, and economic developments of the Black American in American civilization.

History 283. History of Southern Africa: The Rise of Nationalism: The Southern African Case.

After a brief overview of historical background, the people, government, administration, color bar, politics/parties, education, religion, and relations with neighbors, the course examines racial policies and relations between different racial groups. This course focuses on social, economic, and political backgrounds to the most significant political dilemma in Southern Africa today and the nature of the African responses. Topics to be considered will range from the impact of apartheid to the Black Consciousness Movement and the Soweto Revolt of June 1976. In analyzing the roots of African nationalism and its forms of expression, this course will consider whether these expressions indicated the existence of widespread grievances or only aspirations of the African elite. Slides, films, and documents will be utilized to illustrate some of the important events that relate to this course.

Psychology 183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure.

Religion 189. Black Theology and Black Religion.

An examination of the interpretation of the Christian church and its implications for the Black religious experience. Focus is on the Black church as a principal agent of integration in the Black community.

Sociology-Anthropology 182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman.

Sociology-Anthropology 188. The Black Family.

A sociological analysis of the Black family in America. The interrelationships of the socio-economic status, the social structure, and social changes affecting the Black family are emphasized.

Dance Program

In 1980, a new program was offered in cooperation with the Pittsburgh Ballet Theatre, one of the six major professional ballet companies in the country. The program enables dancer-scholars to combine study for a bachelor's degree with training in dance. Applicants are admitted to Chatham and to the official school of the PBT; the usual admissions requirements of the College are followed, and applicants are auditioned by the PBT. For more details about the dance program, contact the Admissions Office.

Information Science

103. Introduction to Information and Computer Science.

Students study how the information environment — an assembly of computers, communication systems, libraries and people — can be organized to handle information efficiently. Fundamental computer programming techniques are presented; on-line computer systems using the BASIC programming language are utilized. In lab, each student is expected to develop some proficiency in programming and to complete a project in her field of interest. 1 unit.

202. Computer Science II.

An intermediate level computer science course which explores computer organization, operation, and data representation. Computer languages, file handling, and algorithms are studied. Students develop projects in PASCAL and/or FORTRAN. Prerequisites: Information Science 103 and Math 106 or equivalent.

203. Information Science II.

An intermediate level course which covers information technology, information systems and information counseling. Emphasis is placed on how computers are utilized in organizations in the management of information systems. Students learn to design, develop, and implement projects in a data management system environment. 1 unit. Prerequisites: Information Science 103, Math 106 or equivalent.

305. Information Systems Analysis.

This course develops an understanding of a systems approach to the statement and solution of a broad class of information problems. Initially, activities focus on recognizing the need for or existence of information systems, particularly in decision-making situations. Thereafter, emphasis is placed on specifying system objectives, developing systems analysis proposals, and knowing the tools and techniques involved in detailed systems investigations. Students review published analysis problems and present analysis projects for information systems existing in government, commerce, higher education, and transportation/communication. Prerequisite: Information Science 203. 1 unit.

500, 501, 502. Independent Study.

Students work within an information system environment, either on or off campus, where they design, develop and implement a project for that organization. ½ or 1 unit. Prerequisite: Information Science 202 or 203.

Women's Studies

Although Chatham College does not have a formal program in Women's Studies, courses in a variety of departmental areas can be organized to provide such a course of study. Contact the Registrar for more information.

College Minors

Minor Program in Information Science

A student with a major in another department may choose to minor in information science. In such case, the student must take five course units in information science plus a course in statistics. The required courses in information science are:

103. Introduction to Information and Computer Science.

203. Information Science II.

202. Computer Science II.

305. Information Systems Analysis.

500, 501, 502. Independent Study.

The required statistics course must be one of the following courses or sequence of courses:

Math 110. Elementary Statistics.

Political Science 211, 212. Methods of Political and Social Research, and Elementary Statistics and Computer Analysis in Political and Social Research.

Psychology 109, 110. Elementary Statistics, and Quantitative Methods Laboratory.

Minor Program in Writing

The minor in writing gathers courses from several departments in order to offer students a variety of approaches to many aspects of writing. Although each student will be able to tailor the minor to her particular interests, those interests would seem to fall into one of three broad areas: some students will elect the minor as a step toward careers in professional writing (e.g., journalism); some will elect the minor as a supplement to a major, preparing themselves for general or specific goals in their careers (e.g., business or technical writing); some will elect the minor in order to prepare for specific graduate training in the field.

Applicable to the minor are courses in both the practice of writing (Group A) and the theory of verbal communication (Group B). Students choosing the minor will select from among the courses with the advice of a member of the English Department who will outline with the student the plan of course work which meets her particular curricular needs. All students must earn a "B" grade or better in English 103 (Expository Writing II) as a prerequisite for declaring the minor. Each student will enroll in one course from each of the two groups and in four electives from either group. One of the electives may be an internship.

Group A

Communication 202. News and Feature Writing.

Communication 203. Editing and Writing.

English 243. Imaginative Writing I.

English 244. Imaginative Writing II.

Modern Languages 205. Grammar and Composition (French, German, Russian, Spanish).

English 2xx. Technical Writing (not currently offered).

Group B

English 141. Descriptive Linguistics.

Communication 220. Persuasion.

Communication 201. Communication Systems and Theories.

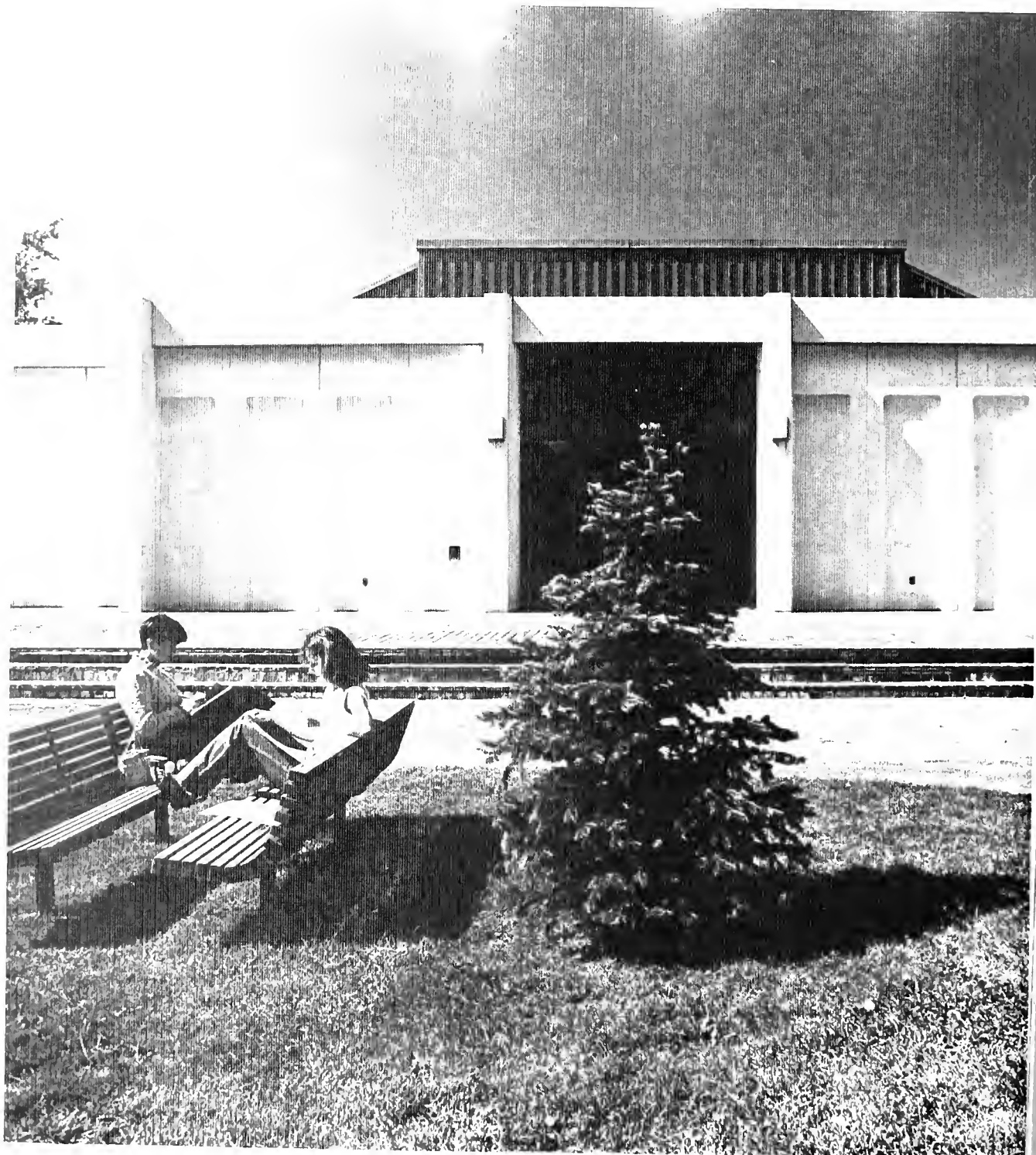
Modern Languages 120. Comparative Languages.



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Yale University

Associate Professors

Donald G. Adam, *English*

B.A., Harvard University; Ph.D., University of Rochester

Valentina K. Barsom, *Russian*

B.A., M.A., Ph.D., University of Pittsburgh

Patience T. Blayden, *Physical Education*

B.S., Boston University; M.Ed., University of Pittsburgh

Douglas C. Chaffey, *Political Science*

B.A., University of Montana; M.A., Ph.D., University of Wisconsin

Marvin Keen Compher, Jr., *Biology*

B.S., Wake Forest College; Ph.D., University of Virginia

Louis P. Coyner, *Music*

B.F.A., M.F.A., Carnegie-Mellon University; Ph.D., University of Iowa

Conrad M. Hess, *Biology*

B.A., Alfred University; M.S., Ph.D., University of Washington

Orlando Jardini, *Spanish*

A.B., M. Litt., Ph.D., University of Pittsburgh

Barbara Dallas Palmer, *English*

B.A., Chatham College; M.A., Ph.D., Michigan State University

Vivien C. Richman, *Education*

B.S., M.Ed., Ph.D., University of Pittsburgh

Joseph R. Shepler, *Art*

B.A., Allegheny College; M.F.A., Cranbrook Academy of Art

Arthur G. Smith, *History*

B.S., Muskingum College; M.S., Ph.D., University of Wisconsin

Henry D. Spinelli, *Music, and Director of Laboratory School of Music*

B.F.A., Carnegie-Mellon University; Student of Eunice Norton

Diane K. Wakefield, *Chemistry*

B.S., Washington State University; Ph.D., University of Indiana

Janet L. Walker, *Irene Heinz Given Associate Professor of French*

B.A., Chatham College; M.A., Ph.D., Bryn Mawr College

Assistant Professors

William H. Aiken, *Philosophy*

B.A., Carleton College; M. Div., Yale University; M.A., Ph.D., Vanderbilt University

Pat H. Arnold, *Administration and Management*

B.S., Athens College; M.A., Ph.D., Vanderbilt University

JoAnne Burley, *Education*

B.S., Pennsylvania State University; M.A., Fairfield University; Ph.D., University of Pittsburgh

Emily Cohen, *Communication*

B.A., University of Wisconsin; M.S., Ph.D., Cornell University

Karen Dajani, *Communication*

B.A., Marymount College, Tarrytown; M.A., American University of Cairo; Ph.D., Temple University

Dorothy Donnelly, *Political Science*

B.A., M.A., George Washington University; Ph.D., University of Pittsburgh

Steven H. Gerson, *Administration and Management*

B.S., University of Michigan; M.B.A., Wharton Business School, University of Pennsylvania; C.P.A.

Thomas J. Hershberger, *Psychology*

B.A., Allegheny College; M.A., Ph.D., Northern Illinois University

Michelle H. Herwald, *History*

A.B., Cornell University; M.A.T., The Johns Hopkins University; M.A., Ph.D., University of Michigan

Sharon E. Jackiw, *German*

B.A., University of Michigan; M.A., Ph.D., Cornell University

Erika G. King, *Political Science*

B.A., Oberlin College; M.A., Ph.D., Northwestern University

Mary S. Kostalos, *Biology*

B.S., Chatham College; Ph.D., University of Pittsburgh

William Lenz, *English*

B.A., Amherst College; M.A., Ph.D., University of Virginia

Ahmad Mirbagheri, *Mathematics*
B.S., Tehran University; M.A., Ph.D., Indiana University

Gregory J. Nicosia, *Psychology*
B.S., Union College; M.S., Ph.D., Rutgers University

Linda W. Rosenzweig, *Education*
B.A., Chatham College; M.A., D.A., Carnegie-Mellon University

Kenneth B. Taylor, *Economics*
B.S.B., Miami University; M.S.B.A., University of Denver;
M.S.M., University of Wyoming; Ph.D., State University
of New York at Stony Brook

David J. Vanderah, *Chemistry*
B.S., Loras College; Ph.D., Oklahoma University

Jane Wiegenstein, *History*
B.A., University of Santa Clara; M.A., Ph.D., Indiana
University

Instructors

Susan Berkowitz, *Sociology-Anthropology*
B.A., M.A., University of Michigan

Carol Caraway, *Philosophy*
B.A., Oklahoma Baptist University;
M.A., University of Oklahoma

Shirley Stark, *Art History*
B.A., University of Chicago; B.S., M.A.,
University of Pittsburgh

William Wilson, *Administration and Management*
B.S., University of Wisconsin; M.M., Owen Graduate
School of Management, Vanderbilt University

Adjunct Professors, Lecturers and Assistants

Ademi Fatoke, S.O., *Visiting Lecturer in History*
(1981-82)
B.A., Sofia State University, Bulgaria; M.A., University
of Victoria, B.C.

Janice W. Carver, *Lecturer in Information Science*
B.A., Chatham College; M.S., Carnegie-Mellon University

Thomas J. Clinton, *Visiting Lecturer in Chemistry*
(1981-82)
B.S., University of Notre Dame

Robert J. Cooley, *Lecturer in Communication*
B.A., College of Steubenville; M.A.,
Fairfield University; Ed.D., Indiana University

Barbara Henry, *Laboratory Assistant in Biology*
B.S., Geneva College

Emma T. Lucas, *Lecturer in Black Studies*
B.A., Tougaloo College; M.A., Purdue University;
M.S.W., University of Pittsburgh

Emma Masley, *Lecturer in Art*
B.F.A., Carnegie-Mellon University

Susanne Morris, *Lecturer in English*
B.A., DePauw University

Janet W. Palka, *Lecturer in Biology*
B.A., Pennsylvania State University; M.S., Duquesne
University

Dorothea I. Peeler, *Supervisor, Math Skills Program*
A.B., Fisk University; M.A., Columbia University

Neil D. Rosenblum, *Lecturer in Psychology*
B.A., University of Rhode Island; M.S.,
Ph.D., Purdue University

Margaret A. Ross, *Lecturer in Music and Director of
Choral Activities*
B.F.A., M.A., Carnegie-Mellon University

Russell C. Stang, *Lecturer in Drama and Technical
Associate in Theatre*
B.F.A., Carnegie-Mellon University

Giselle Stephanopoli, *Lecturer in French*
M.A., University of Pittsburgh

Sandra Sterner, *Lecturer in English*
B.A., Dickinson College; M.A.,
Carnegie-Mellon University

Kathryn F. Stolarevsky, *Director of the Music and Arts
Day Camp*
B.A., University of New Mexico; B.Mus., M.Mus.,
Cincinnati Conservatory of Music

Audrey Trojanowski, *Lecturer in Physical Education*
The School of Ballet Repertory; The American
Ballet Theater School; School of American Ballet

Divisional Chairs

Science, Conrad M. Hess
Social Relationships, Arthur G. Smith
Humanities, Louis P. Coyner

Chairs of Departments and Programs

Administration and Management, Pat H. Arnold
Art, Shirley Stark
Biology, Norman W. Chmura
Chemistry, W. Dale Richey
Communication, Karen Dajani
Drama, Jack H. Neeson
Economics, Roswell G. Townsend
Education, Vivien Richman

English, John W. Cummins
History, Arthur G. Smith
Mathematics, William A. Beck
Modern Languages, Orlando Jardini
Music, Louis Coyner
Philosophy and Religion, Willard E. Arnett
Physical Education, Patience T. Blayden
Political Science, Erika G. King
Psychology, James C. Diggory
Sociology-Anthropology, Fred Adelman

Chatham College Students

1980-81 Academic Year

(Each student's class year and hometown are given.)

Arizona

Ana Armendarez '84, Phoenix

California

Lisa Gladfelter '84, Redondo Beach

Ladan Mirbagheri '84, Riverside

Connecticut

Wendy Bouton '84, New Canaan

Susan Llewellyn '83, Seymour

Michelle Malinowski G, Westport

Susan Shoffner '84, Southport

Heidi Taska '83, Greenwich

District of Columbia

Cynthia Boone '83, Washington

Kim Briscoe '81, Washington

Lynne-Marie Griffin '84, Washington

Rochelle Hall '83, Washington

Detria Liles '84, Washington

Rosalyn Pearson '82, Washington

Valyncia Whyte '82, Washington

Delaware

Simone Rudd '82, New Castle

Florida

Natalie Smith '84, Miami

Illinois

Janice Bruning '84, Arlington Heights

Joann Da Silva '82, Oak Park

Ellen Davis '82, Glencoe

Linda Panko '83, Chicago

Katherine Reuss '81, Wheaton

Louisiana

C. Allison Mitchell '84, Lafayette

Massachusetts

Roopa Bhandari '81, Pittsfield

Cecilia Byrnes '84, Springfield

Wendy Gibbons '84, Lynn

Colleen Grady '84, Pittsfield

Julie Hillebrand '84, Plymouth

Mary Houghton '82, Worcester

Hilary Knapp '81, Greenfield

Joan Lobban '81, Holden

Bonnie McElvery '81, Sudbury

Wendy Nordquist '84, Sterling Junction

Rita O'Donnell '84, Dedham

Jackline Riahi '81, W. Newton

Katherine Saad '84, Webster

Catherine Wilcoxson '82, Needham

Sarah Wood '84, Wayland

Maryland

Rhonda Bradsher '83, Baltimore

Nancy Burkett '81, Sykesville

Michelle Frankewicz '81, Ridgely

Patricia Gill '82, Baltimore

Ava Hom '84, Baltimore

Jacqueline Morton '84, Suitland

Tamara Pinkerton '84, California

Pia Pinkney '83, Baltimore

Heather Seneff '83, Waldorf

Teresa Shire '84, Port Republic

Anna Showalter '84, Severna Park

Linda Troendle '83, Rockville

Karin Williams '84, Hillcrest Heights

Maine

Sarah Clark '84, Alna

Christine Hartman '83, Ellsworth

Michigan

Sari Kaplan '84, Southfield

Ann Kottner '82, Greenbush

Doris Taylor '83, Saginaw

Minnesota

Virginia Lunde '84, Montevideo

Tracy Madson '82, Minneapolis

North Carolina

Beverly Johnson '83, Asheville

New Hampshire

Beverly Watson '81, Merrimack

New Jersey

Lorraine Baldi '81, Maplewood
Roxie Blackmon '84, East Orange
Marianne Daughen '83, Wildwood
Kristan Edsall '84, Stanhope
Madeleine Fortune '81, Princeton
Nancy Griest '83, Wildwood Crest
Ruth Harney '82, Union City
Tammy Kelly '84, Newton
Karen Sahatjian '81, Oradell
Judith Stallworth '84, Princeton
Chonita Tillmon '84, West Milford
Patricia Zbikowski '83, Clifton

New York

Sheila Booker '84, Brooklyn
Wendy Boor '84, Elmhurst
Lynn Boorady '83, Dunkirk
Dale Garbutt '82, Bronx
Sharon Germano '83, Amherst
Kathleen Giordano '84, New Hyde Park
Linda Greenberg '83, Rochester
Laurie Gruhn '83, New York
Sarah Hamilton '84, Yorktown Heights
Alexis Holcombe '83, Endicott
Yvonne Kruitien '84, Staten Island
Nancy Leone '84, Star Lake
Kimberley Mack '81, Henrietta
Jeanne Malone '82, Yonkers
Wendy Marshall '83, Manlius
Elizabeth Means '83, Great Neck
Marie Millien '84, Brooklyn
Melissa Mooney '82, Bay Shore
Michele Morris '84, Binghamton
Alta Priestler '84, Bronx
Nancy Robinson '81, Rush
Gail Ruszczyk '84, Orchard Park
Jean Slominski '84, Alden
Mary Sullivan '84, Salamanca
Leslie Trzeciak '83, Niagara Falls
Meredith Wiles '83, Coram

Barbara Wohlfahrt '84, Poughkeepsie
Gay Yarbrough '83, Manlius

Ohio

Lori Bacher '83, Girard
Robinette Beavers '83, Cleveland
Rose Bermudez '81, Lorain
Beth Blosser '81, Kent
Carol Bult '84, Cincinnati
Jennifer Chatfield '81, Huntsburg
Karen Collins '81, Cincinnati
Melinda Davis '81, Hamilton
L'Tanya Evans '84, Newark
Pamela George '84, Cleveland
Janel Hill '82, Columbus
Stacey Kostak '83, North Royalton
Lori Kuzma '84, Youngstown
Ellen Mackey '84, Killbuck
Charlotte McCoy G, Cincinnati
Lee Munger '84, Akron
Jean Nemeti '84, Tiltonsville
Carolyn Offutt '82, Seven Hills
Esther Panepucci '84, Dillonvale
Susan Parsell '81, Olmsted Falls
Patricia Porter '84, Wintersville
Laura Savage '81, Columbus
Karen Schira '83, Brunswick
Rebecca Siders '84, Millersport
Valerie Steen '81, Cleveland Heights
Elaine Stover '81, Westlake
Lynn Sylvester '81, Lakewood
Argerie Vasilakes '84, Lakewood
Dawn Zupal '82, Cleveland

Pennsylvania

Alice Adams '82, Pittsburgh
Sofia Agras '81, Pittsburgh
Diane Allan '84, Allison Park
Elise Allston '81, Pittsburgh
Yvette Alston '81, Philadelphia
Marcy Alviani '83, Harrisburg
Judith Anania '81, Pittsburgh
Judith Anderson '83, Pittsburgh

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uzan Anderson G, Pittsburgh
 nita Angelo '81, Monroeville
 arol Anthony G, Tarentum
 lancy Armstrong G, Pittsburgh
 esley Arnett '84, Pittsburgh
 Marguerite Artale '81, Pittsburgh
 ean Astorino G, Pittsburgh
 Patricia Atkinson '84, Large
 athryn Auth '82, Pittsburgh
 Mary Balzano '84, Altoona
 Barbara Balzarini G, Pittsburgh
 Suzanne Banos G, Pittsburgh
 Angelica Bantum '81, Philadelphia
 etzi Barger '81, Bethel Park
 Mary Lee Barger '83, Vandergrift
 Catherine Barsom '84, Pittsburgh
 aren Baruth '81, Pittsburgh
 amela Basilone '84, Allison Park
 Sharon Baskin G, Pittsburgh
 Ivira Bassett G, Murrys ville
 nne Bauer '83, Natrona Heights
 Carol Bauer '84, Pittsburgh
 Mary Bauer '82, Natrona Heights
 Winifred Bauman G, Pittsburgh
 Inet Becker G, Pittsburgh
 Dorothy Beckwith '81, Pittsburgh
 lancy Beharry G, McMurray
 ody Belschner '84, Pittsburgh
 Judith Bercik '82, Pittsburgh
 eslie Beres '83, Munhall
 aren Bergeson '81, Pittsburgh
 elga Berglund G, Pittsburgh
 Inet Berkowitz '81, Pittsburgh
 nita Best G, Ford City
 Mary Binz G, Pittsburgh
 Charlotte Birnbaum G, Pittsburgh
 arlene Black '82, Philadelphia
 iana Block '83, Pittsburgh
 len Blumberg G, Pittsburgh
 iane Blumberger G, Pittsburgh
 onstance Bolanis '83, Pittsburgh
 atharina Boomgaard G, Monroeville
 ageba Boris '82, Pittsburgh

Gwendolyn Bowick '82, Coraopolis
 Kimberly Brady '83, Burgettstown
 Catherine Bratkowski '81, McKeesport
 Sue Brenan '83, Warren
 Barbara Bright G, Pittsburgh
 Margery Brooks '81, Pittsburgh
 Carol Bucci G, Pittsburgh
 Kathleen Burg '83, Arnold
 Jean Burkman '82, Pittsburgh
 Barbara Burns '82, Pittsburgh
 Terri Bush '82, Canonsburg
 Annette Calgaro '84, Bridgeville
 Gail Campbell '82, Pittsburgh
 Nicolette Canterna '82, Pittsburgh
 Rita Capezzi '83, Verona
 Martha Carrozza '84, McKeesport
 Collette Carswell '83, Pittsburgh
 Carol Carville '84, Pittsburgh
 Christine Casey '81, Pittsburgh
 Susan Casey '81, Pittsburgh
 Cheryl Celko '83, Natrona Heights
 Kimberly Chapman '81, Pittsburgh
 M. Diane Charles '83, Pittsburgh
 Amita Chaudhary '83, Monroeville
 Isabel Chernoff G, Pittsburgh
 Elaine Cincala G, Pittsburgh
 Caroline Clark G, Ingomar
 Dana Clark '84, Sewickley
 Gertrude Clements G, New Kensington
 Kathleen Cline '81, Pittsburgh
 Patricia Coble G, Pittsburgh
 Susan Cohen G, Pittsburgh
 Betty Connor '81, Pittsburgh
 Melanie Connor '82, Pittsburgh
 Joelle Cook '84, Hershey
 Elizabeth Cookson G, Pittsburgh
 Elaine Cooper '81, Industry
 Lois Copeland G, Pittsburgh
 Rebecca Cost '82, Pittsburgh
 Diane Covington G, Pittsburgh
 Helen Cowles G, Pittsburgh
 Courtney Cox '83, Pittsburgh

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Denise Cox '81, Pittsburgh
 Deirdre Cramer '84, Stroudsburg
 Maureen Creed '82, West Middlesex
 Jamie Cromie '83, Pittsburgh
 Katherine Crookston '83, N. Huntingdon
 Nancy Crowe G, Pittsburgh
 Kathleen Crowell '84, Pittsburgh
 Kimberly Cuddy '81, Beaver Falls
 Martha Culbreth G, Washington
 Catharine Cummins '81, Pittsburgh
 Tina Curci '83, Leechburg
 Joan Cusick '83, Pittsburgh
 Wendy Cutler '84, Hershey
 Linda Dahma '82, Pittsburgh
 Michelle Dameshek G, Pittsburgh
 Lisa David '83, Pittsburgh
 Phyllis Davidson G, McMurray
 Sandra Decarolis G, Pittsburgh
 Susan Demyan '83, Leechburg
 Lisa Dennis '84, Pittsburgh
 Judith Deterok '84, Bridgeville
 Pamela Dickos '81, Pittsburgh
 Colleen Donahue '83, Pittsburgh
 Jean Donaldson G, Pittsburgh
 Anne Donovan '83, Pittsburgh
 Diana Doran '83, Mt. Lebanon
 Barbara Douglas G, Pittsburgh
 Catherine Duckett '84, Pittsburgh
 Jina Dugan G, Pittsburgh
 Jennifer Dykeman '82, Verona
 A. Elizabeth Elder '84, Latrobe
 Celeste Elia '82, Wernersville
 Ruth Elias '83, McKeesport
 Rachael Elis G, Pittsburgh
 Gabriela Elizondo G, Pittsburgh
 Polly Elliott '83, Pittsburgh
 Anita Ellis '82, Lyndora
 Denise Estochin '82, McKeesport
 Julia Farley '81, Oakmont
 Michele Farrell '83, Pittsburgh
 Michelina Fato '81, Pittsburgh
 Joy Faust '82, N. Huntingdon
 Jayne Feldman G, Pittsburgh

Lois Felser G, Pittsburgh
 Joanne Ferrera '83, Carnegie
 Christal Fincher '81, Pittsburgh
 Linda Fine '83, Pittsburgh
 Gloria Finocchio G, Pittsburgh
 Carol Fisher G, Pittsburgh
 Victoria Fisher '82, Pittsburgh
 Betsy Foglia '84, Pittsburgh
 Solveig Fong '81, Bethel Park
 Eileen Forcier '84, Greenville
 Jana Ford '84, Pittsburgh
 Regine Fougères G, Pittsburgh
 Sarah Francis '82, McKeesport
 Theresa Freitas G, Pittsburgh
 Romaine Fulton '82, Pittsburgh
 Kelly Gable G, Pittsburgh
 Katheryn Gallick '82, Pittsburgh
 Anne Garber '81, Pittsburgh
 Carlene Garrity '82, Pittsburgh
 Michele Gazica '83, Pittsburgh
 Lucy Geever Conroy '84, Glenshaw
 Karen George '83, Tamaqua
 Natalie Gillespie '84, Wexford
 Anne Gilson '82, Warren
 Louise Glick '82, Pittsburgh
 Sallie Glomb '82, Allison Park
 Donna Goldbach '84, Pittsburgh
 Randi Goldberg '82, Kittanning
 Sheila Golding G, Pittsburgh
 Jill Goldstein '82, Pittsburgh
 Abbie Goodman '82, Monroeville
 Dianne Gordon G, Pittsburgh
 Cheryl Gottfried '81, Lancaster
 Tracy Green '82, Pittsburgh
 Catherine Greenslade G, Murrys ville
 Linda Griffin G, Pittsburgh
 Joyce Gross '81, Pittsburgh
 Diana Hall G, Pittsburgh
 Jackie Hall '82, Pittsburgh
 Mary Hall '81, Pittsburgh
 Eileen Hamilton '83, Pittsburgh
 Maureen Haney '83, Allentown

G - Gateway

Mary Happel '83, Pittsburgh
 Virginia Harberth '84, Pittsburgh
 Susanna Harper G, Pittsburgh
 Janet Harrell '81, Sarver
 Patricia Hartmann G, Pittsburgh
 Anne Haslett '82, Beaver
 Marilyn Hausman G, Pittsburgh
 Susan Hawk '81, Pittsburgh
 Maryellen Hayden '84, Pittsburgh
 Kristin Hermann '83, Pittsburgh
 Estella Hill G, Pittsburgh
 Myrna Hill G, Pittsburgh
 Audrey Hilliard G, Pittsburgh
 Marlene Hilliard '81, Pittsburgh
 Perianne Hills '83, Port Allegheny
 Rose Hilpert '84, Smithfield
 Catherine Hinchliffe G, Pittsburgh
 Maureen Hoey '81, N. Huntingdon
 Angela Holliday '82, Homestead
 Lynette Holmes '84, Pittsburgh
 Sung Hong '83, Pittsburgh
 Gertrude Hoover '82, Pittsburgh
 Nancy Hornicek '83, Pittsburgh
 Christine Houser G, Pittsburgh
 Suzanne Huff G, Pittsburgh
 Victoria Hughes '81, Villanova
 Quincy Hummel '81, Bethel Park
 Rachel Hunter '83, Pittsburgh
 Ann Huston G, Pittsburgh
 Melinda Intrepido '81, Bethlehem
 Dorothy Jacob G, Pittsburgh
 Barbara Jacobsen '83, Mechanicsburg
 Joan Jacques G, Wexford
 Maria Javorsky '84, Pittsburgh
 Lesley Jeffreys '82, McKeesport
 Susan Jennings '84, McKeesport
 Elisabeth Johnson '81, Pittsburgh
 Jacquelyn Johnson G, Pittsburgh
 Janis Johnson '83, Pittsburgh
 Monica Johnson '84, Pittsburgh
 Ida Joiner '84, Pittsburgh
 Abbie Jones '81, Burgettstown

Seema Jones '81, Pittsburgh
 Shirley Jones '81, Pittsburgh
 Judith Joyce '82, Pittsburgh
 Amy Kamin '82, Pittsburgh
 Ruth Kampmeyer '81, Jim Thorpe
 Maryann Kane '81, Wayne
 Susan Kaniecki '81, Natrona Heights
 Faith Kappeler '82, Evans City
 Hilda Karev '83, Pittsburgh
 Victoria Katrencik G, Pittsburgh
 Barbara Katz '82, Pittsburgh
 Diane Katz G, Pittsburgh
 Susan Katz '81, Pittsburgh
 Vicki Katz '82, Pittsburgh
 Ilene Kaufman G, Pittsburgh
 Jeanne Kaufmann G, Pittsburgh
 Paula Kavchak '81, Pittsburgh
 Kathleen Keaney G, Pittsburgh
 Allison Keck '82, Allison Park
 Adrienne Keriotis '82, Aliquippa
 Debra Kindler '81, Pittsburgh
 Ganita King '82, Aliquippa
 Lynette King '84, Cecil
 Jacqueline Kintigh G, Venetia
 Virginia Kissel '82, Pittsburgh
 Hollis Kmetz '84, Pittsburgh
 Linda Kolozs '84, Glenshaw
 Nancy Kountz '81, Pittsburgh
 Maria Kudel '84, Mineral Point
 Linda Kurtz '84, Greensburg
 Beverly Kweller '81, Pittsburgh
 Amy Lammert '84, Mt. Lebanon
 Lori Lasday '81, Pittsburgh
 Andrea Laxton G, Pittsburgh
 Elena Layefsky '84, Pittsburgh
 Caroline Lee '84, Bridgeville
 Pamela Lee '82, Pittsburgh
 Patricia Leon '82, Pittsburgh
 Susan Lepson '81, Monroeville
 Virginia Less '82, Cheswick
 Beverly Levine '81, Pittsburgh

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Nancy Levine '81, Pittsburgh
 Harriet Levy G, Pittsburgh
 Esther Lewis G, Pittsburgh
 Frances Lewis G, Monroeville
 Lauren Lightner '82, Carlisle
 Veronica Lind '81, Pittsburgh
 Sally Lordeon G, Level Green
 Roberta Lucchino G, Pittsburgh
 Debra Maloberti '83, Greensburg
 Linda Maloberti G, Greensburg
 Vanessa Mandros '81, Pittsburgh
 Sheila Maniar '84, Reading
 Cathi Mannella '82, Pittsburgh
 Lorena Marcu G, Pittsburgh
 Lizbeth Marcucci '81, Burgettstown
 Marianne Marlowe '84, Pittsburgh
 Jean Martone G, Pittsburgh
 Carolyn Massaro G, Oakmont
 Joanna Mastantuono '83, Washington
 Susan Maxwell '83, Uniontown
 Joan McCague '84, Pittsburgh
 Carla McClellen '84, Pittsburgh
 Barbara McClintock '84, Pittsburgh
 Caroline McCune '83, W. Mifflin
 Eileen McGinnis '83, Beaver
 Judith McKrell '83, Russellton
 Mary McNeal '84, Honey Brook
 Gretchen McCabe G, Wexford
 Lorena McCannon '82, Pittsburgh
 Lois McClendon G, Pittsburgh
 Jeanne McConomy G, Pittsburgh
 Priscilla McCrady '81, Pittsburgh
 Sandra McGoogan '81, Pittsburgh
 Janet McGough G, Pittsburgh
 Carol McKinney G, Pittsburgh
 Frances McKinney '82, Pittsburgh
 Mary Mechlin G, Pittsburgh
 Maria Melograne '83, Pittsburgh
 Roberta Melzer '82, Reynoldsville
 SueLynn Merritts '83, Williamsburg
 Mary Meyers '82, Pittsburgh
 Sara Middleton G, Pittsburgh

Marianne Milko '81, Butler
 Cecelia Miller '82, Pittsburgh
 Kimberly Miller '83, Glenshaw
 Nancy Miller '83, Pittsburgh
 Suzanne Miller '84, Aliquippa
 Laura Millstine '82, Pittsburgh
 Lynda Millstine '81, Monroeville
 Alexandra Milton '83, Pittsburgh
 Rosemarie Misage G, Pittsburgh
 Martina Mitchell '83, Pittsburgh
 Azar Mohsenin '84, State College
 Georgia Molek '81, Pittsburgh
 Ruth Molloy G, Pittsburgh
 Theresa Montanile G, Pittsburgh
 Linda Monville G, Bethel Park
 Patsey Mooney G, Pittsburgh
 Ariadne Moore '81, Warminster
 Martha Moore '81, Pittsburgh
 Gwen Moorer '82, Pittsburgh
 Patrice Moran '83, McKeesport
 Mary Moreland G, Pittsburgh
 Patricia Morris '84, Verona
 Yoko Motoyama G, Pittsburgh
 Gretchen Mundorff '81, Connellsville
 Juliet Murphy '81, Pittsburgh
 Ann Muss G, Pittsburgh
 Nadine Mutschler '81, Pittsburgh
 Lisa Napoletano '81, Reading
 Lorraine Nassif G, Pittsburgh
 Joanne Neilson G, Pittsburgh
 Mary Ann Nelson G, Pittsburgh
 Joyce Newbrey '82, Pittsburgh
 Heather Newman '81, Pittsburgh
 Regina Nicosia '83, Pittsburgh
 Ellen Nimick '81, Latrobe
 Shereen Nord G, Pittsburgh
 Donna Norkin '83, Pittsburgh
 Darcy O'Hara '81, Mechanicsburg
 Virginia O'Riley G, Pittsburgh
 Circe Olander '81, Pittsburgh
 Mary Ellen Oman '83, Pittsburgh
 Arva Orlando G, Pittsburgh

G=Gateway

Cassandra Ormiston '81, Pittsburgh
 Nancy Pace G, Pittsburgh
 Sandra Pack '83, Rosslyn Farms
 Mary Pampena G, Pittsburgh
 Petitia Parish '84, Philadelphia
 Claudette Parker '84, Pittsburgh
 Patricia Parrotta G, Pittsburgh
 Stephanie Passera '81, McMurray
 Amy Patterson '84, McKeesport
 Dorothy Patterson G, Pittsburgh
 Susan Peck '83, Gibsonia
 Susan Peirce '82, Aliquippa
 Linda Perl '82, Pittsburgh
 Cherie Phipps '83, Pittsburgh
 Doreen Pittino '81, Pittsburgh
 Donnie Pomeroy '82, Allison Park
 Anne Porritt G, Pittsburgh
 Lybil Porter '84, Murrysville
 Carol Potrocky G, Pittsburgh
 Cynthia Powell '84, Greentree
 Susan Power G, Pittsburgh
 Phyllis Pugliano '82, Monroeville
 Sharon Ramsey '81, Pittsburgh
 Roxanne Randolph '83, Chester
 Rebecca Raub '84, Hollidaysburg
 Sandy Rawsthorne '83, Pittsburgh
 Patricia Reavel '83, Johnstown
 Patricia Rebaric '81, Munhall
 Rita Reiling G, Pittsburgh
 Patricia Reilly-Defalco '82, Pittsburgh
 Alice Reinhard '82, Pittsburgh
 Martha Rettig '83, Butler
 Shirley Rettig '84, Pittsburgh
 Mara Reuben '82, Pittsburgh
 Esther Rice '82, Pittsburgh
 Nancy Rice G, Pittsburgh
 Debra Ries G, Pittsburgh
 Betty Roberts '81, Sewickley
 Sandra Roberts G, Pittsburgh
 Catherine Rodriguez '82, Bethel Park
 Patricia Rodriguez '83, Pittsburgh
 Jeanne Rohach '82, Chalfont

Susan Rosenblatt G, Pittsburgh
 Nancy Rosenblum '84, Pittsburgh
 Cassandra Ross '83, Pittsburgh
 Robyn Ross '81, Pittsburgh
 Alice Rowlands G, Pittsburgh
 Francine Rowley '82, Pittsburgh
 Amy Ruhe '83, Ellwood City
 Amy Rush '83, Bethel Park
 Patricia Rygalski '82, Aliquippa
 Mia Rylko '84, Bradford Woods
 Charlene Sanders '84, Pittsburgh
 Carla Sandy '84, Uniontown
 Susan Sauers G, Pittsburgh
 Theresa Schnell '82, Pittsburgh
 Diane Schoff G, Pittsburgh
 Rita Schwartz G, Pittsburgh
 Cynthia Schwerha '81, Venetia
 Alberta Scott '82, Philadelphia
 Susan Scott '81, Littlestown
 Marilyn Scruggs '82, Pittsburgh
 Terry Sebben '83, Elizabeth
 Anne Sedlak '83, Pittsburgh
 Jill Sessi '81, Allison Park
 Bessie Sewell '82, Pittsburgh
 Wilma Sewell '82, Pittsburgh
 Eleanor Shaffer '81, Pittsburgh
 Carla Shettel '84, Pittsburgh
 Jennifer Shinko '84, Pittsburgh
 Susan Shinko '82, Pittsburgh
 Kimberly Sholhead '84, Springdale
 Lisa Sholhead '82, Springdale
 Jules Silberg G, Pittsburgh
 Ellen Silverman '83, Pittsburgh
 Kate Silverman '83, Monroeville
 Davida Simmons '84, Philadelphia
 Hilary Slade G, Pittsburgh
 Elizabeth Slater G, Pittsburgh
 Vera Slemmer G, Wexford
 Judith Sloane '83, Pittsburgh
 Toni Smallwood '84, Philadelphia
 April Smith '83, Pittsburgh
 Carla Smith '84, Pittsburgh

G=Gateway

Francine Smith '83, Pittsburgh
 Lamar Smith '84, Pittsburgh
 Loretta Smith '82, Pittsburgh
 Lisa Smolcic '82, Yukon
 Teri Sobolik '81, Pittsburgh
 Arlene Sorkin G, Pittsburgh
 Mary Speedy '82, Avonmore
 Patricia Stanny G, Pittsburgh
 Mary Staruch '83, Butler
 Shlomith Stavsky G, Pittsburgh
 Yvonne Steele G, Pittsburgh
 Ladorna Stephens G, Murrys ville
 Marcy Stern '82, Pittsburgh
 Roslyn Stevens '82, Munhall
 Sally Stevenson '81, Sewickley
 Robin Stewart G, Pittsburgh
 Leslee Stockhausen G, Pittsburgh
 Jill Stockmal G, Pittsburgh
 Ellen Stolpe '82, New Castle
 Valerie Stones G, Murrys ville
 Nancy Stover G, Pittsburgh
 Marcia Stricker G, Pittsburgh
 Jean Strimel '81, Austin
 Annette Suher G, Pittsburgh
 Carrie Supernovich '81, Elizabeth
 Armetta Swan G, Pittsburgh
 Britta Swann '81, Pittsburgh
 Antoinette Wayne '84, Philadelphia
 Marcella Swinton '81, Pittsburgh
 Jacinta Synnott '81, Pittsburgh
 Cynthia Syskowski '82, Pittsburgh
 Lisa Szoko '84, Pittsburgh
 Cynthia Tabor '84, Pittsburgh
 Mina Talley '81, Pittsburgh
 Kathleen Tarbuk '81, Beaver
 Carolyn Turner '84, Sewickley
 Marcelle Theis '82, Pittsburgh
 Arlene Thomas-Chang G, Pittsburgh
 Hattie Thoms G, W. Mifflin
 Tris Thorne '82, Sewickley
 Gina Thorpe '84, Glenshaw
 Michele Thrower '84, Arnold

Arlene Tiburcio '81, Butler
 Amy Tien '82, Export
 Ann Traeger G, McKeesport
 Suzan Turan '81, Newton Square
 Marlitta Tyler G, Pittsburgh
 Louise Uram '84, Pittsburgh
 Morella Viani G, Pittsburgh
 Karen Vickers '84, New Kensington
 Reshma Vyas '82, Pittsburgh
 Ann Wander G, N. Huntingdon
 Bridget Ward G, Pittsburgh
 Cecelia Wardlaw '82, Pittsburgh
 Rayma Weaver '82, Pittsburgh
 Ronny Webb G, North Versailles
 Bonnie Webster '81, Pittsburgh
 Deirdre Webster '84, Penn Hills
 Kim Weiss '84, Pittsburgh
 Juli Weitzen '83, Pittsburgh
 Cynthia Wells '83, Pittsburgh
 Anita Westbrook '81, Pittsburgh
 Vivian White '84, Philadelphia
 Roelie Whitehill '81, Pittsburgh
 Nan Wholey '81, Oakmont
 Ambè Wickwire G, Pittsburgh
 Julie Widel '82, Stoneboro
 Melissa Wilburn '84, Wexford
 Linda Wilkinson '84, Penn Hills
 Felicia Williams '82, Pittsburgh
 Patricia Williams '84, Pittsburgh
 Alisa Wilson '84, Bellevue
 Lynn Wilson '82, Washington
 Maxine Wilson G, East Pittsburgh
 Lillian Wimbush G, Pittsburgh
 Madge Winter G, Pittsburgh
 Cynthia Wolfgang G, Adamsburg
 Phyllis Wolk '81, Pittsburgh
 Barbara Wondris '83, Pittsburgh
 Martha Wood '81, Pittsburgh
 Ann Wright '83, Montoursville
 Sabrina Wright '81, Pittsburgh
 Marilyn Wyke '81, Coraopolis

G=Gateway

Joyce Ying '81, Monroeville
Joyce Young G, Pittsburgh
Martha Zamos '83, Pittsburgh
Eraldine Zeff G, Monroeville
Berniece Ziefel '84, Pittsburgh
Carol Zimmerman '82, Coraopolis
Lynda Zukerman '84, Pittsburgh
Robin Zwibel G, Pittsburgh

Puerto Rico

Kathleen Conley '82, Santurce

Rhode Island

Cynthia Carmody '81, Warwick

Texas

Carol Stecker '84, Houston

Virginia

Terri Brown '84, Nokesville
Maggie Maneely '84, Vienna
Julia McCoy '82, Charlottesville
Laura O'Connor '83, Alexandria
Elen Poulos '84, Winchester
Lynn Wilder '84, Richmond

West Virginia

Kathy Allison '83, Chester
Kathleen Blankenship '81, Weirton
Deborah Bowen '81, Huntington
Nancy Brown '82, Wheeling
Carol Ehnes '84, Weirton
Melissa Glannon '84, Vienna
Gail Henderson '81, Huntington
Alicia Massinople '82, Beckley
Sharon Nuskey '83, Morgantown
Cynthia Ogden '84, Shenandoah Junction
Kim Thomas '82, Weirton

Belgium

Joyce Carp '84, Wilrijk

Brazil

Jamie Ann Destefano, Caxiasdo Sul

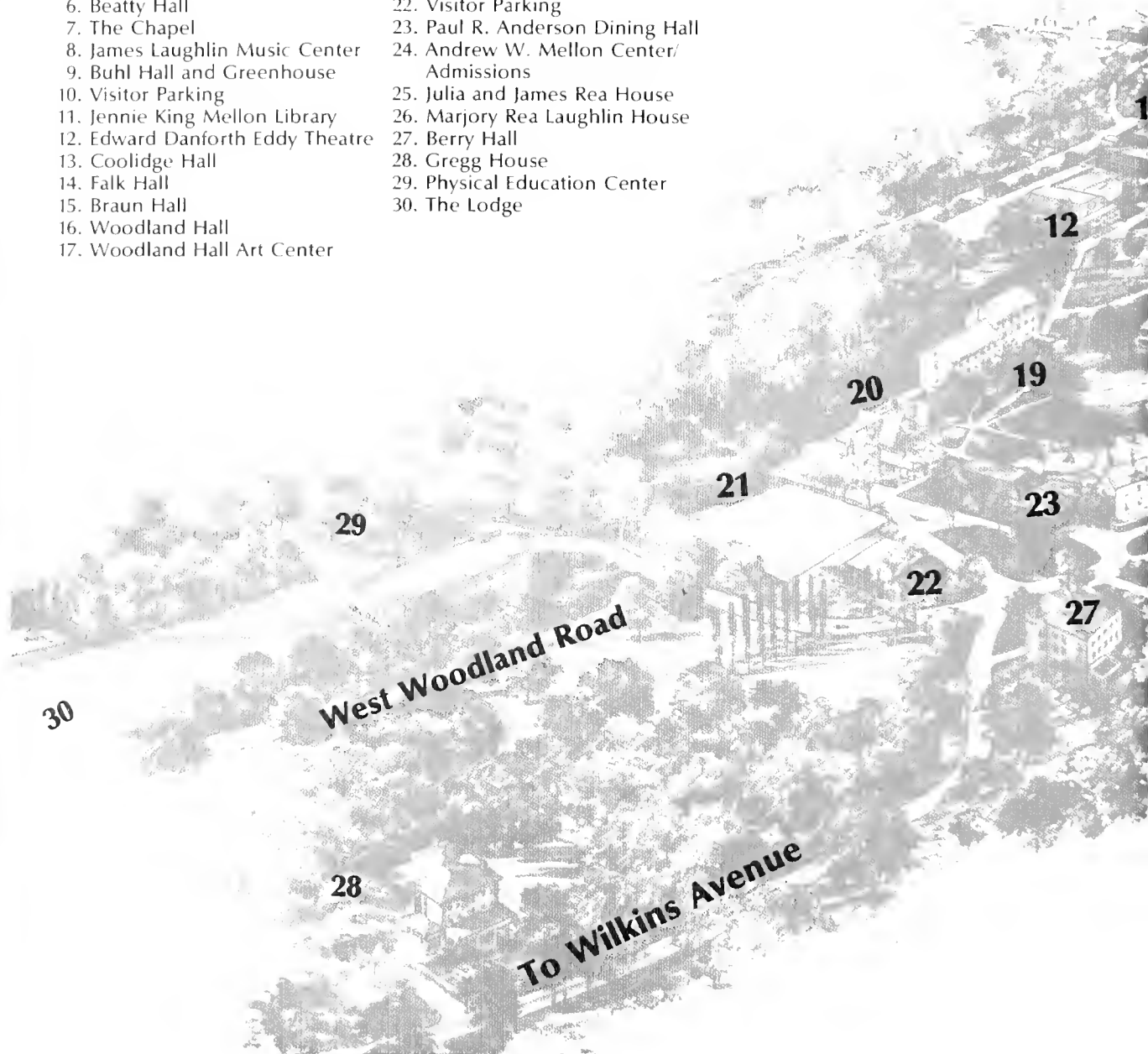
France

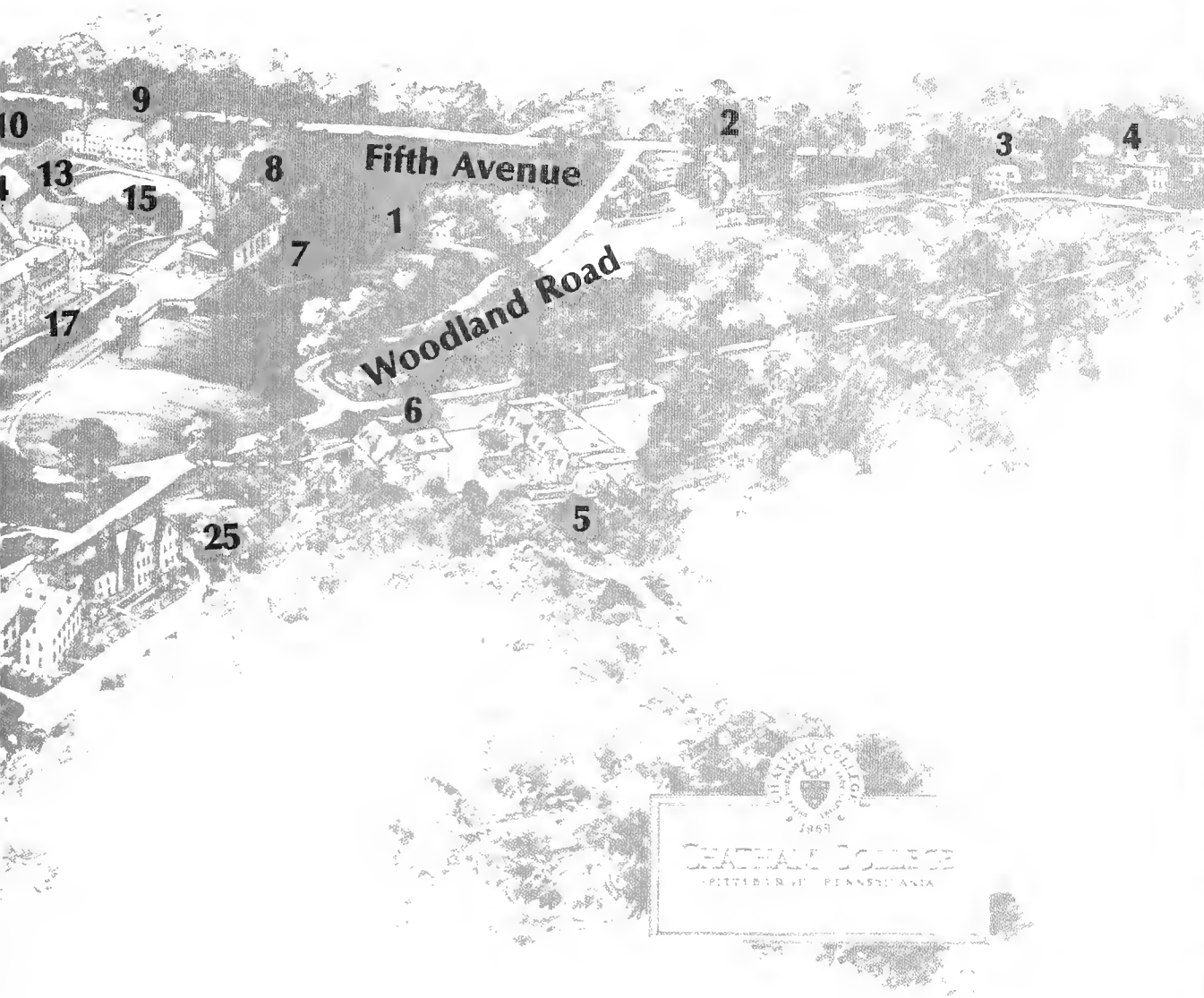
Florence Payet '83, Paris

Saudi Arabia

Beverly D. Johnson '83, Sharan
G=Gateway

1. Mary Acheson Spencer House
2. Gateway House
3. Benedum Hall Carriage House
4. Benedum Hall
5. Fickes Hall
6. Beatty Hall
7. The Chapel
8. James Laughlin Music Center
9. Buhl Hall and Greenhouse
10. Visitor Parking
11. Jennie King Mellon Library
12. Edward Danforth Eddy Theatre
13. Coolidge Hall
14. Falk Hall
15. Braun Hall
16. Woodland Hall
17. Woodland Hall Art Center
18. Lindsay House
19. Dilworth Hall
20. Carriage House Post Office & Bookstore
21. Tennis Courts
22. Visitor Parking
23. Paul R. Anderson Dining Hall
24. Andrew W. Mellon Center/ Admissions
25. Julia and James Rea House
26. Marjory Rea Laughlin House
27. Berry Hall
28. Gregg House
29. Physical Education Center
30. The Lodge





How to get to Chatham

The College campus is 20 minutes by bus or taxi from downtown Pittsburgh and approximately 35 minutes from the airport. An hour should be allowed if visitors plan to use limousine service from the airport.

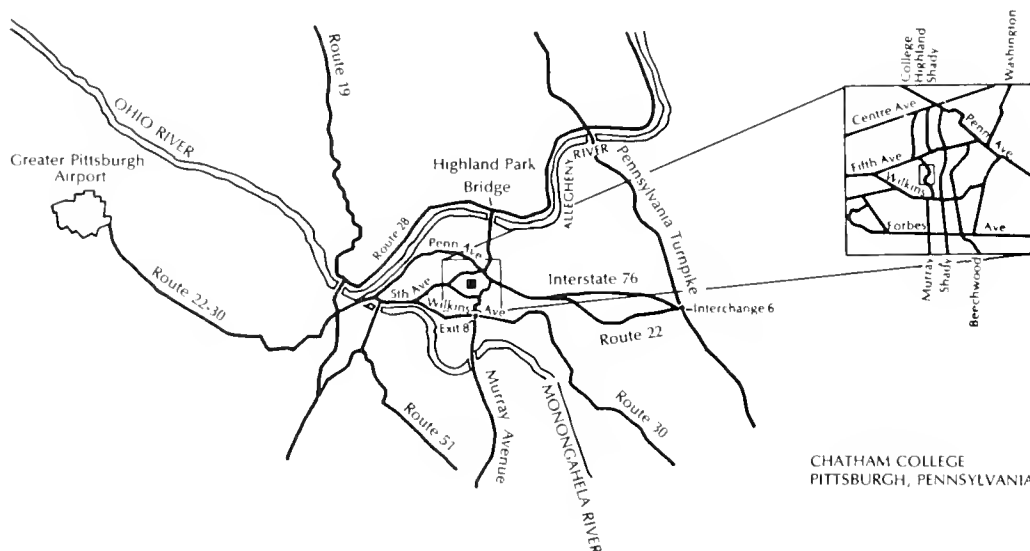
The Greater Pittsburgh International Airport is served by seven major airlines daily with flights to and from most cities in the United States. Flight time between Pittsburgh and Boston, Chicago, New York City, Washington, D.C., Atlanta, and St. Louis is 1½ hours or less.

Drivers coming *from the east and west* should exit the Pennsylvania Turnpike at Pittsburgh Interchange #6 and follow Interstate 376 (the Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after the tunnel at Squirrel Hill Exit #8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 12 miles from Exit 6 of the Turnpike to the Chatham campus.

When driving to the campus from downtown Pittsburgh or the airport, the best route is the Parkway East (Routes 22 and 30 to Interstate 376). Continue on the Parkway East to Squirrel Hill Exit #8 (last exit *before* the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 23 miles from the airport to the campus; five miles from downtown Pittsburgh (the Golden Triangle) to the campus.

When coming *from the west or south* on I-70 or I-79, proceed on I-79 north to the Pittsburgh exit. Take the Parkway East (I-376) to downtown Pittsburgh. Then follow the directions in paragraph four.

When coming *from the north* (western New York State area), pick up I-79 south to the Pittsburgh exit and then follow the directions from downtown Pittsburgh in paragraph four.



CHATHAM COLLEGE
PITTSBURGH, PENNSYLVANIA

Index

- Academic advising,27
- Academic calendar,iii
- Academic credit,29
- Academic departments,35-89
- Academic load,29
- Academic procedures,29-32
- Academic program,19-26
- Academic standing, student,30
- Administration, College,93-98
- Administration and Management
 - Program,22
 - courses,81-83
- Admission,7-12
 - Advanced Placement Program,9
 - application fee,7, 14
 - Deferred entrance,9
 - Early entrance,9
 - entrance examinations, optional submission of, ...7
 - foreign students,12
 - Gateway Program,11
 - guest students,10
 - from other colleges,10
 - procedures for,
 - adult part time, full time, degree,
 - non-degree students,11
 - freshmen,7
 - guest students,10
 - transfers,9
 - readmission,12
 - staff,93
- Adult students, see Gateway Program,11-12
- Advanced Placement Program of the
 - College Board,9, 30
 - freshmen,9
 - transfers,9
- Advising
 - academic,27
- Advising week,iii, 27
- Anderson (Paul R.) Dining Room,3, 108-109
- Anthropology, see Sociology-Anthropology,76-79
- Art
 - courses,35-37
 - exhibits,5
 - fees,14, 35-36
 - in Pittsburgh,4
 - studios,4
- Arts Program,4
- Attendance,31
 - absence from examinations,31
 - classes,31
 - leaves of absence,32
- Audio-visual facilities,3
- Auditing of courses,30
- Awards,30
- Bachelor of Arts degree, requirements for,19
- Bachelor of Science degree, requirements for,19
- Beatty Hall,108-109
- Benedum (Michael L.) Hall,3, 108-109
- Berry Hall,108-109
- Biology courses,37-39
- Black affairs director,95
- Black Studies
 - courses,87-88
 - Program,1, 88
- Board of Trustees,91
- Braun (Arthur E.) Hall of Administration,3, 108-109
- Buhl (Louise C.) Hall of Science,3, 108-109
- Buildings
 - described,3-4
 - map of,108-109
 - number of,2
- Calendar, academic,iii
- Campus
 - described,3-4
 - driving directions to,110
 - map of,108-109
 - security,6
- Career planning and placement,27
- Career Programs, Director of,93
- Career Programs, Office of,22, 23-24
- Carlow College, cooperative program with,25
- Carnegie Institute,4
- Carson (Rachel) Memorial Seminar Room,3
- Carriage House,108-109
- Chapel,3, 108-109
- Charges and expenses, see also fees
 - commuting student,13
 - deposit,14
 - full-time students,13
 - Gateway students,11-12
 - installment payment plans,16
 - part-time students,13
 - payment of,15-16

resident students,	13
room and board,	13
schedule of payments,	16
tuition,	13
Chatham, Earl of,	2
Chatham-administered aid,	17
Chatham Merit Scholarship Program,	18
Chatham Student Government,	4
Chatham Visitor Program,	4-5
Chemistry courses,	40-41
Classes, size of,	3
Classrooms,	1, 3
College Board Examinations,	7
College minor,	20, 89
College Relations staff,	94
Commencement date,	iii
Communication Program,	1, 22, 83-86
Commuting students	
campus life,	3
Computer courses,	88-89
Coolidge (Cora Helen) Hall of Humanities, ...	3, 108-109
Cooperative arrangements with other	
colleges, universities,	25
Counseling services,	6
Courses of study,	33
departmental areas,	35
program areas,	81
Course unit,	29
Credit, academic,	29
Cross-college and university registration,	2, 25
Curriculum,	1-2
Dance	
Physical Education classes,	69-70
Program with Pittsburgh Ballet Theatre,	88
Day students, see commuting students,	3, 13
DeBroff, (Glenda Rich) Memorial scholarship,	18
Deferred entrance,	9
Degrees	
granted,	19
requirements for,	19
Department chairs,	98
Departmental areas of study,	35
Departmental major,	20
Departmental minor,	20
Dilworth Hall,	4, 108-109
Dining facilities,	3, 108-109
Director of Counseling,	6, 31, 93
Dismissals,	32
Divisional chairs,	97

Dormitories	
described,	3-4
head residents,	3, 93
life,	3-4
location,	108-109
visiting hours,	3-4
Drama	
Edward Danforth Eddy Theatre,	3, 108-109
courses,	41-43
in Pittsburgh,	4
PLAYRoom,	4
special programs,	4-5
student productions,	4
Driving directions to campus,	110
Early entrance,	9
Economics courses,	43-45
Edward Danforth Eddy Theatre,	3, 108-109
Education	
careers,	21
courses,	45-48
practice teaching,	21, 45-47
State certification,	45
English courses,	48-50
Enrollment	
countries represented by,	12, 107
size of,	3
Examinations	
absence from final,	30
Advanced Placement,	9, 30
College Board,	7
course exemption and credit by,	30
dates for final,	iii
fees,	15
National Teacher,	45
Expenses, see Charges and expenses,	13
Faculty	
advisers,	27
characterized,	3
listed,	95-98
offices,	3
size of,	3
Symposium,	24
Failures,	29
Falk (Laura) Hall of Social Studies,	3, 108-109
Fees, see also Charges and expenses	
application for admission,	7, 14
applied art,	14, 35

applied music,	15, 63
audit,	15, 30
course changes,	30
deposit,	9, 14
health and accident insurance,	14
Infirmiry,	15
Interim,	13
late examination,	15
late registration,	14
overload,	14
senior <i>in absentia</i> ,	14
student activities,	14
study abroad application,	15
transcript,	31
Wickes Hall,	108-109
field placements,	2, 23
financial Aid	
Chatham-administered aid,	17
Director of,	94
for adult students,	12, 17
for freshmen,	17
for middle-income students,	17
for transfers,	17
for upperclassmen,	17
outside sources of aid,	18
special scholarships,	18
financial Procedures,	13-18
financial Services staff,	94
Ford Foundation,	2
other national recognition,	2
foreign languages, study of,	19, 57-63
foreign students,	12
French, see Modern Languages,	57-60
Freshman Seminars,	1-2, 24
see also individual departmental and program areas of study	
full-time students,	13
Gateway House,	108-109
Gateway Program,	11-12
General education,	21
German, see Modern Languages,	60-61
Grades,	29
Graduation requirements, see degree requirements, ..	19
Gregg House,	108-109
Grenville House,	108-109
Guest students	
from other colleges,	10
Head residents,	3, 93
History courses,	50-54
History of Chatham College,	2
Honors,	30
Honor societies,	30
<i>In absentia</i>	
seniors,	14
students,	32
study,	32
Independent study,	2, 24-25
Infirmiry (Woodland Hall),	6
fees,	15
location,	108-109
staff,	93
Information Science, minor in,	89
Installment payment plans for tuition,	16
Insurance, student health and accident,	14
Interdepartmental major,	20
Interim,	2, 23
courses, see also individual departmental and program areas of study,	23
dates,	iii
fees,	13
registration date,	iii
study abroad,	25-26
Internships,	1, 2, 23-24
Italian, see Modern Languages,	62-63
Junior year abroad,	25-26
Laboratories,	3
Latin,	63
Laughlin (James) Hall,	3, 108-109
Laughlin (Marjory Rea) House,	3, 108-109
Law, see pre-law,	21
Leaves of absence	
medical,	32
other,	32
voluntary,	32
Lecture Hall, Earl K. Wallace,	3
Library, Jennie King Mellon	
described,	3
location,	108-109
services,	6
staff,	93
Lindsay House,	108-109
Loans, student,	17
Lodge, The,	108-109

Major options,	20	Phi Beta Kappa,	30
departmental,	20	Philosophy and Religion courses,	65-66
interdepartmental,	20	Physical Education	
multidisciplinary,	20	courses,	69-70
requirements, see individual departmental		facilities,	4, 108-109
or program areas of study		Physician,	3
Mathematics courses,	54-57	Physics, see Mathematics,	53
Media Center,	3	Pitt, William (Earl of Chatham),	3
Medical		Pittsburgh, City of,	4
fees,	15	Pittsburgh Council on Higher Education,	23
leaves of absence,	32	PLAYRoom,	4
services,	6	Political Science	
staff,	93	courses,	70-71
Medicine, see pre-medicine,	21	Washington, D.C. Semester,	20
Mellon (Andrew W.) Center,	3, 108-109	Practice teaching,	21, 43
Minna Kaufmann Ruud Scholarships,	18	Pre-law,	2
Minor options		Pre-medicine,	2
college,	20	Pre-professional programs,	2, 21-22
departmental,	20	administration and management,	23
Modern Languages courses,	57-63	communication,	23
Mortar Board,	30	education,	2
Multidisciplinary major,	20	health professions,	2
Music		law,	2
courses,	63-65	Pre-veterinary medicine,	2
fees,	15, 63	Program chairs,	98
groups,	4	Psychiatrist, consulting,	4
in Pittsburgh,	4	Psychology courses,	73-74
location of department,	3	Publications, student,	4
private lessons,	65		
special programs,	4	Rea (Julia and James) House,	3, 108-109
National recognition of Chatham College,	2	Readmission, application for,	13
National Teacher Examination,	45	Recreation	
Non-degree students, admission procedures for,	10	in Pittsburgh,	4
Nurse, resident,	6	on campus,	6
		Refunds,	16-17
Off-campus residence,	3	Registration for courses,	30-31
Opera, Pittsburgh,	4	dates of,	ii
Overload fee,	14	fee for late registration,	14
		freshman registration,	iii
Part-time students,	10, 13	transfer registration,	ii
fees,	13	Religion, see Philosophy and Religion,	65-66
Pass-fail grading system,	29	Residence halls,	3-4, 108-109
Payment of expenses,	15-16	Room and board expenses,	13
Pelletreau Hall,	108-109	Russian, see Modern Languages,	67
Pennsylvania College for Women,	2	Scholarships,	18
Pennsylvania Female College,	2	Scholastic Aptitude and Achievement Tests,	7
Pennwood West Athletic Conference,	6	Security, campus,	6
Personnel,	93-98	Semester in Washington,	20

Sociology-Anthropology courses,	76-79
Spanish, see Modern Languages,	61-62
Special Programs,	22-23
Spencer (Mary Acheson) House,	108-109
Sports	
in Pittsburgh,	4
on campus,	6
Students	
campus life,	4-6
characterized,	3
countries represented by,	12, 107
list of,	99-107
participation in Pittsburgh life,	3-4
rights, privileges, and responsibilities,	31
Student Activities fee,	14
Student Services staff,	93
Study abroad,	25-26
Summer study,	25
Swimming pool,	3
Symphony Orchestra, Pittsburgh,	4
Teaching certificate,	45
Tennis courts,	4, 108-109
Term of study,	29
Transcripts,	31
Transfer students	
admissions procedures,	9-10
conversion of credit,	9
financial aid,	17
Tuition,	13
Tuition, installment payment plans for,	16
Tutorial,	20-21
Vacation dates,	iii
Visiting scholars and lecturers,	4-5
Voluntary leave of absence,	32
Washington, D.C. Semester,	26
Withdrawal from college,	31-32
Women's Studies,	89
Woodland Hall,	108-109
Writing, minor in,	89

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CHATHAM COLLEGE



1983-84 CATALOGUE



Contents

Academic calendar	3	English	53
Chatham College . . . a place for women	5	French	61
Campus life	6	German	64
The campus	8	History	55
Pittsburgh	9	Information Science	83
Admission	10	Mathematics	59
Financial procedures	14	Music	67
The academic program	20	Philosophy	69
The advisory program	28	Physical Education	73
Academic procedures	29	Political Science	74
Courses of study	33	Psychology	77
Administration and Management	35	Religion	72
Art	37	Russian	65
Biology	39	Sociology-Anthropology	79
Black Studies	82	Spanish	65
Chemistry	42	Women's Studies	84
Communication	44	Board of Trustees	89
Dance	85	Personnel	88
Drama	46	Faculty	90
Economics	48	Campus map	94
Education	50		

Chatham College is accredited by the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools, and the American Chemical Society.

The *Academic Bulletin* is a document of record issued in September 1983 for one year. The *Bulletin* contains current information regarding the College calendar, admissions, degree requirements, fees, regulations, and course offerings.

The courses listed in the *Bulletin* are subject to change through normal academic channels. New courses and

changes in existing course work are initiated by the cognizant departments or programs and approved by the appropriate academic officials and committees. Additions to the curriculum for the ensuing year are published in the supplement to the *Academic Bulletin*.

Chatham College administers its educational policies, scholarship and loan programs, athletic and other school-administered programs without discrimination as to race, age, handicap, color, national or ethnic origin.

Chatham College Calendar

Fall Term	1983-84	1984-85
New Students Arrive	Thursday, September 1	Thursday, August 30
Freshman Testing, Advising	Friday, September 2	Friday, August 31
Upperclass Students Arrive	Monday, September 5	Monday, September 3
Classes Begin	Tuesday, September 6	Tuesday, September 4
New Students Register	Tuesday, September 13	Tuesday, September 11
Long Weekend	Thursday, October 20 Sunday, October 23	Thursday, October 18 Sunday, October 21
Advising Week	Monday, November 7 Friday, November 11	Monday, November 5 Friday, November 9
Last Day before Thanksgiving	Tuesday, November 22	Tuesday, November 20
Thanksgiving	Wednesday, November 23 Sunday, November 27	Wednesday, November 21 Sunday, November 25
Spring-Interim Registration	Thursday, December 1	Thursday, November 29
Last Class of Fall Term	Monday, December 12	Tuesday, December 11
Final Examinations	Thursday, December 15 Monday, December 19	Friday, December 14 Tuesday, December 18
Winter Vacation	Tuesday, December 20 Monday, January 2	Wednesday, December 19 Wednesday, January 2
Interim Period	Tuesday, January 3 Friday, January 27	Thursday, January 3 Wednesday, January 30
Interim Break	Saturday, January 28 Thursday, February 2	Thursday, January 31 Sunday, February 3
Spring Term Begins	Friday, February 3	Monday, February 4
Spring Vacation	Saturday, March 17 Sunday, March 25	Saturday, March 16 Sunday, March 24
Advising Week	Monday, April 9 Friday, April 13	Monday, April 8 Friday, April 12
Fall Term Registration	Tuesday, April 24	Thursday, April 23
Last Class of Spring Term	Friday, May 11	Friday, May 10
Final Examinations	Monday, May 14 Thursday, May 17	Monday, May 13 Thursday, May 16
Commencement	Saturday, May 19	Saturday, May 18



Chatham College. . . a place for women

Preparation for your future

Chatham College is a private, fully accredited four-year college for women, specializing in liberal education with career preparation. It combines the attentions of a small college with the advantages of a large city. Small vigorous classes and a close faculty-student relationship are hallmarks of learning at Chatham. Students also draw on the resources provided by Pittsburgh's corporate community and other colleges and universities.

A liberal education is the best preparation for challenging leadership positions in science, the arts or business. Chatham's curriculum also contributes to personal and intellectual enrichment.

Students design their own courses of study from the college's wide range of courses. With the help of her adviser, the student may create her own major, interdepartmental major or multidisciplinary major; or she may elect a major in one of the college's established departments.

The Sciences Division offers bachelor of arts and bachelor of science programs in biology and chemistry. The Social Relations Division encompasses the fields of administration & management, communication, economics, history, political science, psychology, and sociology-anthropology. The Humanities Division offers majors in drama, art, music, English, modern languages, and philosophy and religion.

Other options for Chatham students are programs in education, which offers certification at three levels and nine secondary education programs; Black studies and information science.

Academic year

Chatham's academic year is organized on a 4-1-4 basis. Fall and Spring terms are four months long, and an Interim term in January is designed for in-depth concentration in one area of study, internship or independent studies.

Academic requirements

In addition to requirements for their majors, students are required to participate in two Interims and a Freshman Seminar. Each student must also complete a Senior Tutorial.

Freshman Seminars are classes for the study of selected special topics and problems. There are fifteen students in each one and they are taught by those students' faculty

adviser, offering an immediate opportunity for them to get to know one another.

The Interim, during the month of January, allows for the examination of a single project in a formal course on campus, an independent study project, an internship in Pittsburgh or elsewhere, or field trips and study abroad.

The Senior Tutorial is an intensive, two-semester research or creative project under the individual guidance of a faculty member, which is reviewed by a tutorial board of three or more faculty and outside experts.

Career preparation

Chatham offers professional programs, career planning and internships. Professional programs are preparation for a career in law, medicine, education, business, the health professions, and fields related to the academic disciplines.

The Office of Career Programs gives students the opportunity to meet with corporate recruiters on campus, participate in career planning workshops, and make career plans for after graduation.

Internships, also arranged through the Office of Career Programs, support the student's academic experience with serious full-time work experience.

Academic options

Students may choose independent study and cross-registration in planning their courses.

Independent Study in any discipline is extensive work on any subject, with the approval and guidance of a faculty member.

Cross-registration privileges allow Chatham students to enroll for Chatham course credit at any of the nine other colleges and universities in Pittsburgh.

Chatham's faculty

With 65 faculty members and approximately 625 students, classes are small and there is a close faculty-student relationship. All of Chatham's faculty members are distinguished in their fields, and 95% hold a Ph.D. or equivalent degrees. They are exceptional teachers and advisers, and are committed to the education of women. They are also active in campus organizations and participate in many student-sponsored activities.

Campus life

Education at Chatham goes beyond the classroom to extra-curricular activities and an active social life. Every student is encouraged to use her talents to contribute to life on campus, and develop her leadership potential.

Students sit on many planning and policy committees, and they are given an important role in helping to develop the College. They have helped to shape Chatham's curriculum, recruit new faculty members, and are consulted regularly on matters of importance to the College.

Organizations

The Chatham Student Government (CSG) coordinates student involvement in College affairs. CSG gives voice to student concerns and maintains student participation on College committees. It also oversees various student boards and organizations, of which there are more than 30. For example, students are invited to contribute their artistic, writing, and business talents to publications such as the student newspaper; *Minor Bird*, the annual literary magazine; and *Cornerstone*, the yearbook.

A number of organizations are directly related to the academic fields, such as the Biology Society, Chatham Art Society, Law Society, Mortar Board, and Speech & Debate Society. Other groups deal with social activities, volunteer service, student orientation, the judicial system, and the residence halls.

Performing Groups

Students with dramatic or musical abilities have a number of ways to develop their talents. They may write, stage, direct, or take part in several Drama Department productions during the academic year which are presented in Chatham's fully-equipped Eddy Theatre or in the experimental PLAYroom. Students may audition for the College Choir, which participates in such campus events as opening and closing convocations, presents its own fall and spring concerts, and through its tours reaches an audience that extends beyond Pittsburgh.



Social Life

The Student Activities Office schedules a series of informal coffeehouses in Rea House featuring musical groups whose styles range from new wave, rock and folk to ragtime and jazz with some comedy thrown in. College-sponsored events include dances, parties, and theme weekends. The calendar for a recent month contained a punk rock dance on campus, and a semi-formal dance at Pittsburgh's elegant William Penn Hotel. Annual traditions include the invitational Thanksgiving dinner, egg nog party, holiday candlelight concert, Charter Day celebration, and Spring Weekend.

College services

Medical: The College maintains a student infirmary on campus under the direction of the College physician and a resident nurse. The physician is available during specified hours each weekday and is on call for emergencies when contacted by the College nurse.

All full-time students must have health and accident insurance. The College has planned for such a program with Blue Cross of Western Pennsylvania and recommends it strongly. Alternative plans will be accepted if they offer equivalent benefits.

Counseling: The Director of Counseling is qualified to discuss a wide range of personal problems with students and will provide referral services when needed. Services provided by the Director of Counseling are without charge. Psychiatric counseling is available, with a fee, through a consulting psychiatrist. The office also schedules helpful workshops on topics of interest to students.

Campus security: The Chatham College Woodland Road Security Force is in charge of all aspects of campus security, including parking. The Security office is located in Woodland Hall.

Library: The library staff is available to help students with any aspect of library use, including identifying sources of information for a research paper, understanding the use of the card catalog and indexes, finding materials in the library, or locating additional materials in the city. Students may schedule a research paper conference with a librarian to review information resources and search strategy for special papers and projects.

Campus Guests

Visiting lecturers and artists are an important part of campus activity, too. The Pittsburgh Dance Alloy, Pittsburgh New Music Ensemble and American Ibsen Theater are in residence at Chatham's Eddy Theatre. Recent visitors have been Ellen Forman and the South Street Dance Company with a tribute to Isadora Duncan; mime artists Deva Associates; and the Extension dance company.

Guest speakers have included author Bobbie Ann Mason, attorney Patricia Russell, former NOW President Eleanor Smeal, 1980 presidential candidate John Anderson, Ford Motor Company's first woman vice president Helen Petruskas, Philadelphia councilwoman Joan Specter, chemist Anna J. Harrison, author John Gardner, Jr., and *Working Woman* magazine editor Kate Rand Lloyd.

The Chatham Art Gallery also hosts guest artists each year. Recent exhibits have included the works of artist Necce Regis, ceramist Patrick Crabb and sculptor Howard McCaleb.

Sports

Sports are also a vital part of life at Chatham. The College is a member of the Pennwood West Conference and fields intercollegiate teams in tennis, softball, volleyball and field hockey. The conference also includes Carnegie-Mellon University, Bethany College, Duquesne University, and Washington and Jefferson College.

In addition to the varsity program, Chatham's athletic office sponsors club basketball. The office also schedules student use of the gymnasium, dance studio, tennis courts and weight room.

The Chatham Recreation Association (CRA), a student organization, and the Student Activities Office sponsor events such as intramural tennis tournaments and student/faculty volleyball and softball games. Recreational swimming, bowling and paddle tennis are also available.

The campus

Chatham has the advantage of a quiet, country-like campus, just minutes from downtown Pittsburgh. Its trees, grassy hills and stately homes are set on 55 acres in the Shadyside residential area. Several homes were gifts to the college from prominent Pittsburghers and are now used as dormitories, along with two traditional residence halls.

A winding road leads up the hill from Fifth Avenue to Chatham's academic quadrangle. Coolidge Hall of Humanities, Falk Hall of Social Sciences, and Braun Hall of Administration are one long building, housing faculty and staff offices, classrooms, the language laboratory, and the media center. Buhl Hall of Science with its large modern laboratories and individual lab areas, stands adjacent to this building. James Laughlin Music Center and the Chapel.

Andrew W. Mellon Center, once the home of the former U.S. Secretary of the Treasury and founder of the National Gallery of Art, is the college's student center. Student activities and staff offices, meeting and recreation rooms, a swimming pool, bowling alleys and game rooms are located in Mellon Center. The dining hall is located in a wing that was added on in 1973.

The Jennie King Mellon Library, also completed in 1973, has comfortable study areas and special seminar rooms. The Art Gallery and the Computer Center are also in this building, along with the Edward D. Eddy Theatre, which seats 285 people.

A brief history of the College

From its beginning, Chatham has been dedicated to the education and advancement of women. The College was founded in 1869 by a group of Pittsburghers who realized that women deserved the same educational opportunities and programs as men. Chatham, originally named Pennsylvania Female College was later called The Pennsylvania College for Women. In 1955, the college was renamed Chatham College in honor of the statesman William Pitt, first Earl of Chatham, for whom Pittsburgh is named.

At its start, Chatham was one building, 11 acres, and just over a hundred students. Today it has 30 buildings, 55 splendid acres, and enrolls approximately 600 women. It is fully accredited, non-sectarian, and private. Chatham's endowment, over \$17.1 million, is among the largest per student of any college or university in the nation.

Throughout its history, Chatham has been a pioneer in curricular progress. Its educational growth has been impressive, and its educational programs place the college in the forefront of academic innovation.



Pittsburgh

One of Chatham's greatest assets is its location in Pittsburgh, the fourth most liveable city in the nation.

The third largest corporate headquarters in the nation, Pittsburgh is also home to many foundations, universities and hospitals with international reputations for excellence. Students can take advantage of this when they plan their internships and future careers.

Close to campus are Squirrel Hill and Shadyside with their boutiques, movie theaters, restaurants and neighborhood shopping areas. Carnegie-Mellon University and the University of Pittsburgh, also nearby, always include Chatham students in their sports and social life, and share their academic resources with Chatham.

Pittsburgh has rich and varied entertainment, something to fit everyone's taste. The Pittsburgh Symphony, Pittsburgh Opera, Pittsburgh Ballet Theater and Civic Light Opera perform in historic Heinz Hall. Rock concerts, ice shows and circuses are among the performances held at the Civic Arena; and there are numerous night clubs, museums, music recitals and local dance and theater companies.

For the sports fan, there is no better place than Pittsburgh. The Steelers, Pirates, Penguins and Spirit are the pride of Pittsburgh.



Admission

Chatham College is a community of capable and highly motivated women. Applicants must meet all the challenges of life and study at Chatham and be enthusiastic about learning. They must be ready to take on increasing responsibility for their own education and lives.

Chatham admits candidates who show strong evidence of these qualities. Selection is determined by the candidate's academic record, recommendations, SAT or ACT scores, activities, and essay. An interview is highly recommended, although it is not required. The Chatham student body is diverse, and the College seeks to enroll students with a wide range of interests and talents from a variety of cultural, geographic, racial, religious, and socio-economic backgrounds.

Preparation for entrance to Chatham should include four years of English, three years of mathematics, three years of history and social studies, three years of physical science (including two years of laboratory science), and two years of a foreign language. The Admissions Committee recognizes that school curricula vary greatly and therefore will seriously consider an able student whose preparation differs slightly from this outline.

Admission procedure for freshmen

1. File an application for admission to the College by April 1 for Fall admission or by December 15 for the Spring semester. Early application is encouraged since Chatham operates on a rolling admissions policy. Applications are reviewed as they are received beginning September 15. All candidates must reply to the Committee on Admissions by May 1 for Fall and by January 15 for Spring admission.
2. Along with the application and its required essay, submit official high school transcripts, SAT or ACT scores, and a non-refundable \$15.00 processing fee. In cases of financial hardship the fee may be waived by submitting a written statement supported by the high school counselor.
3. Submit any additional pertinent information that may strengthen the application.
4. Schedule an on-campus interview. An interview will provide both the College and the student with valuable information.

The Admissions Office is located in the Andrew W. Mellon Center and is open from 9 a.m. to 5 p.m., Monday through Friday and on the second Saturday of every month, 9 a.m. to noon, September to May. Prospective students and their families are welcome on campus and should schedule an appointment in advance of their visit.

Early entrance

Chatham believes that most students profit from four years in secondary school. However, able and mature students who will have finished three years of high school and who have valid reasons for wanting to move forward, may apply for early entrance to Chatham. These candidates should have the support of their parents, teachers, and counselor.

In addition to following regular admissions procedure, a prospective early entrant must interview with a member of the admissions staff, a faculty member, and a present Chatham student.

Deferred entrance

Accepted students may defer entrance to the College for one term or one year. A student may opt to defer her entrance in order to work, travel, pursue independent study, or to clarify her goals and interests.

A deposit of \$150.00, which will be applied to the student's first semester at Chatham, may be made in advance to reserve space in the following semester or year.

Financial awards will be made the term preceding entrance. Students requesting financial aid must file the Financial Aid Form (FAF) by March 15 for the Fall term or by December 15 for Spring enrollment.

Credits for Advanced Placement

Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are encouraged to take the Advanced Placement examinations. Chatham grants course credit for scores of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, when appropriate, for scores 3, 4, or 5. Students who earn scores of 4 or 5 on four Advanced Placement examinations will be admitted to Chatham at the sophomore level.

Transfer Students

Chatham welcomes the opportunity to discuss the continuing educational plans of transfer candidates including junior and community college students. About twenty percent of Chatham women are transfer students.

A transfer student's college record should demonstrate above average achievement. While the high school record is considered, greater emphasis is placed on performance at the college level.

Admission procedure for transfer students

1. File an application to the College by June 1 for Fall admission or by December 15 for the Spring semester.
2. Along with the application and its required essay, submit official college and high school transcripts, SAT or ACT scores, and a non-refundable \$15.00 processing fee.

3. Send a copy of the catalog of the college or colleges previously attended indicating courses taken.

4. Include any additional pertinent information that may strengthen the application.

5. If possible, arrange to visit the campus and meet with a member of the admissions staff and/or faculty.

6. At the end of the semester prior to entrance to Chatham, request that a final transcript be sent to the College.

Evaluation of transfer credit

Generally, a transfer student admitted from an accredited institution may expect to receive credit for courses within the liberal arts tradition in which a passing grade has been earned. A tentative evaluation of transfer credits is made at the time of admission in order to provide the applicant with an indication of her class standing. A final evaluation is made by the Registrar prior to registration.

Credits for transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours, they should first be converted to semester hours by multiplying them by $\frac{2}{3}$.

Applicants from non-accredited or newly founded institutions not yet fully accredited should submit results from the College Entrance Board College-Level Examination Program (CLEP). Information about the CLEP program, test center locations, and costs may be obtained by writing the College-Level Examination Program, Box 1822, Princeton, New Jersey, 08541. A student should take both the General Examination and one or more of the Subject Examinations as determined in advance with the Registrar at Chatham. The examination results, along with the applicant's high school and college records will be considered by the admissions committee.

Transfer students must be enrolled at Chatham for three long terms and successfully complete a minimum of thirteen course units at Chatham for graduation.

Admission procedure for guest students from other colleges

Chatham welcomes visiting students from other colleges and universities for one term, an Interim, or a full year. The student should be in good standing at her own institution and have written approval of the major academic officer of her college. She should apply at least four weeks prior to the beginning of the term. Tuition, fees, and resident charges are assessed as for Chatham students. Inquiries should be addressed to the Admissions Office.

Admission procedure for special students

Special students are defined as full or part-time non-degree candidates. All special students are required to follow complete application procedures as outlined for freshmen. Those students with advanced standing at another accredited institution of higher education should request the college or colleges previously attended send an official transcript directly to the Chatham Admissions Office.

High School Guest Program

Chatham invites serious high school students who seek the additional challenge of college-level work while still in high school to participate in the High School Guest Program as part-time guest students. For detailed information on this program, contact the Admissions Office.

Readmission

Students who formally withdraw from Chatham, other than those who are on formal leaves of absence, are readmitted under the same procedure described for transfers (see page 11). Students are required to reapply for admission if during the previous twelve months they have **not**

- formally registered at Chatham
- been on formal leaves of absence
- officially withdrawn from Chatham

They should also arrange for an interview with the Vice President for Academic Affairs or Assistant Vice President for Academic Affairs. Completed applications and a \$15 fee should be sent to the Admissions Office no later than January 2 for the spring term or June 1 for the fall term.

Foreign students

Chatham welcomes students from other countries. In recent years, students have come from Brazil, Turkey, Venezuela, Germany, Honduras, Netherlands, Jamaica, Canada, and Great Britain. Some have enrolled independently; others have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York, 10017. Foreign students should have their credentials on file with the College no later than January 15 preceding the Fall in which they wish to enroll, or no later than June 15 for Spring admission.

Competence in use of the English language is a condition for admission. Foreign applicants, including those from English-speaking countries, are required to submit results of the Test of English as a Foreign Language (TOEFL) or the SAT. Information concerning these examinations is available from Educational Testing Service, Princeton, New Jersey, 08540.

Financial Aid for foreign students is unavailable. All foreign students must complete the Foreign Student's Financial Aid Application and Declaration when applying for admission to the College. This form will be sent to the student when she inquires or applies to Chatham.

Gateway Program

In the vanguard of women's education for over 100 years, Chatham was the first of the Pittsburgh area institutions to extend a serious welcome to adult students through the creation of the Gateway Program. During the last decade, these women have become an integral part of the Chatham community. Motivated by a desire to finish a degree they started long ago, to enrich their lives through college study, or to prepare for a new and more fulfilling career, Gateway women have enrolled in Chatham classes and distinguished themselves in the academic and extra-curricular life of the College. These women recognize that intellectual growth continues through adulthood, and that continuing their education is an excellent way to foster that growth.

To date, the Chatham Gateway Program has graduated nearly 200 women and enriched the lives of countless more through helping them to explore new interests, prepare for graduate school, or polish new skills. Moreover, the Gateway Program has enriched the educational experience of all of the College's students by allowing an exchange of ideas and perspectives among students of different generations. In so doing the program adds another diversity to this diverse community.

The program is open to women who have been out of high school for six years or more. Women may enroll as degree, non-degree, or post-graduate students, and may carry a full or part-time course load.

While drawing on the full resources and curricular offerings of the College, Gateway women enjoy the additional support of the Gateway office whose staff offer personal counseling, academic workshops, and social activities. Each applicant is considered on an individual basis, so that her goals, qualifications, and problems can be given special attention. Applicants are required to:

1. Complete an application and brief biographical essay.
2. Pay an application fee (\$5 for non-degree candidates; \$15 for degree candidates).
3. Arrange a personal interview with a member of the Gateway Program staff. A degree candidate must also interview with a faculty member in her field of interest.
4. Submit any appropriate transcripts, letters of recommendation, or other relevant material.

Non-degree students must achieve a minimum C average in order to continue for a second term. Upon successful completion of two courses at Chatham, a non-degree student may petition the Committee on Academic Standing to become a degree candidate. If a student is accepted as a degree candidate, all the credits she has earned at Chatham apply toward her degree, and regulations governing degree students become effective.

Gateway students who are not receiving tuition assistance from corporations or other institutional sources are eligible for a one-half tuition scholarship for the first nine courses charged on a per unit basis; additional courses and the final nine courses in fulfillment of degree requirements are charged at full tuition. Degree candidates may apply for financial aid.

Chatham currently awards up to nine course units for satisfactory performance in the CLEP (College Level Examination Program) tests. The five general academic areas are English Composition, Mathematics, Social Sciences and History, Natural Sciences, and Humanities. A student is advised to take the examinations early in her academic program, and is required to complete them prior to having earned the equivalent of eight course units, either through transfer credit or the combination of transfer credit and course work taken at Chatham.

Evening College

Chatham's Evening College was established in February, 1982, for women whose schedules prevent them from taking daytime courses. The program offers an interdisciplinary major, Business and Society, designed for working women and those who plan to enter the job market. It includes courses in administration & management, computer science, English, economics, psychology, philosophy, history and communication.

Financial procedures

Charges and expenses*

All the fees a student pays cover only 55 percent of the cost of her Chatham education. Private gifts and income from endowment and other sources must meet the difference between the full cost and the actual tuition charges. Parents who are able to contribute further to the cost of their daughter's education are encouraged to do so.

Charges for full-time and part-time students

For purposes of determining charges due, a student attending Chatham for the entire academic year is defined as being full time if she takes between seven (7) and nine (9) units. A full-time student is charged a flat tuition rate in both the fall and spring terms. A student enrolled in less than seven (7) units for the entire academic year is defined as being part time. A part-time student is charged a per unit fee for each course unit taken.

For those students enrolled for only one term, or one term and the Interim, a full-time student is defined as one taking between three (3) and five (5) units. Anyone enrolled for less than three (3) units is defined as being part time.

Resident students

Charges for the year:	
Tuition	\$5950
Room and board	2900
Student activities fee	80
	<u>\$8930</u>

Payable:	
By May 1 for new students;	
by April 20 for returning	
students	\$ 150
On or before August 1	4355
(plus the \$50 refundable	
deposit required of newly	
registered students)	
On or before January 15	4425
	<u>\$8930</u>

Tuition may be paid in installments. See p. 16 for details.

Commuting students

Charges for the year:	
Tuition	\$5950
Student activities fee	80
	<u>\$6030</u>

Payable:	
By May 1 for new students;	
by April 20 for returning	
students	\$ 150
On or before August 1	2905
(plus the \$50 refundable	
deposit required of newly	
registered students)	
On or before January 15	2975
	<u>\$6030</u>

Part-time students

Charges for part time:	
Tuition	\$705 per course unit
Payable:	
On or before August 1 (fall term)	\$ 705
On or before January 15	
(spring term)	\$ 705
If more than one course unit will be taken,	
the balance is due on or before registration	
each term.	

**The College reserves the right to alter charges and expenses in accordance with whatever economic changes might occur.*

Special Interim course fees

For regular full-time students who take Interim courses on campus, there are no additional tuition, room, or board costs. Some Interim courses, though, may involve extra expenses for special supplies or for travel.

Students visiting Chatham during the Interim in a one-for-one exchange program will not be required to pay room, board, or tuition charges. If there is not a one-for-one exchange between Chatham and the visiting student's home college, the tuition fee will be waived. However, a \$350 charge will be assessed to cover room and board, and a refundable \$15 deposit will be required.

In the absence of any exchange agreement, visiting students will be charged \$705 per course and, if they wish to live on campus, \$350 for room and board.

Other fees

- Application for admission \$15
The application fee is not refundable and is not credited on any College bill.
- Deposit \$50
Newly registered students must pay a one-time deposit of \$50 on or before August 1 (January 15 if admitted at mid-year). The deposit, less any bills due the College, will be refunded on graduation or withdrawal.
- Late registration fee \$15
Because of the additional work for the College and special handling involved in registering students after the normal date, a \$15 fee is due from late registrants.
- Student activities fee \$80
This fee entitles each student to all student publications, admission to College social events, student-sponsored concerts and lectures, and membership in the Chatham Recreation Association and Chatham Student Government. The fee was established at the request of the Chatham Student Government, and is collected from both residents and commuters.
- Overload fee \$705 per course unit
For all academic programs exceeding nine (9) units per academic year, there will be an overload charge assessed in the second term. If the student attends only one term, or one term and the Interim, the overload fee will be charged for each unit taken over five.

However, because the College wishes to encourage intellectual curiosity, it will cancel the fee of overload units that are not used to fulfill graduation requirements. To request this cancellation, a student has the option of signing a voucher promising to pay the overload fee at the time of her graduation, at the rate prevailing at that time, if the overload unit(s) are used to fulfill graduation requirements. If the overload is not used for this purpose, the fee is cancelled. If this option is not chosen, the fee must be paid at the time it is assessed.

All financial aid recipients with overload charges should see the Director of Financial Aid after the overload is a reality. They may be granted additional assistance—in various forms—to cover the overload charges. (See Academic Procedures section, page 29 for additional details regarding the overload policy.)

- Senior *in absentia* fee \$705
When a senior is permitted, in some emergency, to complete all or a portion of her senior year *in absentia*, she will be charged a \$705 fee. This fee will be waived if the student is enrolled in and paying for the tutorial during the *in absentia* period.
- Applied art fee \$40 per course unit
Students enrolled in the Art Department's ceramics and two- and three-dimensional studio courses pay this fee to help defray the cost of materials and supplies.
- Student health and accident insurance \$275.76 per year
Students are required to have health and accident insurance; they are responsible for making their own arrangements for such coverage. The College offers such insurance with Blue Cross of Western Pennsylvania at \$275.76 for 12 months. Students file claims directly with the insurance agent. Alternate insurance plans are acceptable. The student must provide written proof of alternate insurance coverage if she does not subscribe to the College plan. Questions about the medical insurance program should be directed to the Dean of Students. The cost of this insurance plan is subject to change.
- Infirmary fee \$10 per day
The resident student's fee covers seven days' care in the College infirmary. Additional days are charged at \$6 per day. The student must pay for medicine and for part of the College physician's charges (\$5 per visit).

The College bills the student for medical charges. (See page 7, Medical Services)

Examination fees \$10

A student who fails to take any required examination at the regularly scheduled time must pay a late examination fee of \$10. The College does not charge students for any exemption or credit they may earn by examination. When an outside examiner is needed, the student is asked to pay a special examiner's fee.

Audit fee \$25

Any student who registers for a course on a recorded audit basis will be charged a non-refundable fee of \$25 payable at time of registration. Although an overload fee will not be charged, the academic regulations for overload must be maintained

Photography laboratory fee \$40

The fee is charged for all photography and audio-visual courses requiring additional instructional supplies.

Applied music fee \$170 per course unit

The applied music fee is charged each term for a one hour lesson per week of private instruction in piano, organ, voice, violin, or other instrument. One half-hour lesson per week (one-half course unit) is \$85. Students majoring in music may take four course units of applied music, at the rate of one unit per term, without charge in the junior and senior years.

Study Abroad application fee:

Students who apply for Study Abroad programs will be charged a non-refundable fee to cover processing

Term or year program \$15

Summer study program \$15

Payment of expenses

Statements of accounts are mailed to parents or guardians of students about one month before the due date. Checks should be made payable to Chatham College, and addressed to Chatham College, Woodland Road, Pittsburgh, Pa 15232, Attention: Treasurer's Office. Payments must be made by the due date. Any unpaid accounts are charged at

a rate of one percent monthly on the unpaid balance. No exceptions will be made without written permission from the Treasurer of the College.

If a student fails to make a satisfactory plan for payment of her account, or fails to make satisfactory payments on the payment plan selected, the College reserves the right to:

Withdraw charging privileges at the Bookstore; withhold grades; withhold transcript of her college work; withhold statement of transfer in good standing; cancel dining hall privileges; request that a student vacate her residence hall room; cancel the student's registration at the College; and withhold granting of the degree and graduation.

When a student is notified that any of the above sanctions have been placed against her, she will have ten days in which to appeal the decision to the Treasurer of the College.

When any of these sanctions have been applied against a student, or where payments are not made within 10 days from when due, a special account default fee of twenty-five dollars (\$25) will be added to the student's bill.

Each month during the academic year, students will receive statements of accounts showing charges for Bookstore purchases, Infirmary bills, guest charges, etc. Payment is due within 25 days; charging privileges may be withdrawn if the student account is delinquent.

All returning students must pay a \$150 advance deposit by April 20 each year. This payment is not refundable except to a student ineligible to return because of academic failure. The \$150 is applied to charges for the academic year as long as the student registers for courses. A student will forfeit the \$150 if she draws for a room in May, but later elects to live off campus.

The advance payment reserves a place for the student in the College. Unless the College knows that a student is returning, it is obliged to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim, pay one-half of the stated rates for the College year. Full-time seniors who attend one term or a term and an Interim in order to complete final degree requirements, will be assessed one-half the annual charges.

Installment payment plans

Some parents or students may prefer to pay tuition and fees in monthly installments during the year. This convenience is available through the College or various tuition payment plans.

One option involves payment of the *net annual charges* in monthly installments through either E.F.I. Fund Management or Academic Management Services. These are outside agencies serving as the College's representative in administering the plans. Both organizations are highly recommended and the choice is entirely up to you. More detailed information regarding these two plans is available upon request.

An option also available is paying each term's charges in monthly installments: August 15 through November 15 for the fall term, January 15 through April 15 for the spring term. Again, more detailed information is available upon request.

Insurance for Off-campus Programs

The College is not responsible for any claims resulting from a student's participation in these off-campus programs. Students and/or their parents should review their insurance coverage before enrolling in any such program.

Refunds

If a student gives the College written notice of withdrawal prior to the first day of classes, she will be refunded all advance payments of tuition and room and board, except for the \$150 advance payment. A student who files a notice of withdrawal after the start of classes, but before the conclusion of the second week of the term, will be liable for forfeited charges in the amount of 20 percent of tuition, room and board, and fees. If she notified the College of withdrawal after the end of the second week of classes but prior to the end of the fourth week of classes, 50% of tuition, room and board, and fees will be charged.

Where a student is withdrawing from the residence hall only, \$150 will be forfeited prior to the first scheduled day of occupancy. On or after the first scheduled day of occupancy but prior to the end of the first week of classes, the student will be liable for \$150 plus 20% of room and a pro-rated

portion of board. After the end of the first week of classes but prior to the end of the fourth week of classes, 100% of room plus a pro-rated portion of board will be forfeited. This policy is applicable where a student has arranged for on-campus living or was required to but did not obtain off-campus living approval.

Where payments to date are less than forfeited charges, the difference will be due and payable upon withdrawal. Where payments to date are greater than the forfeited charges, the excess of payments over forfeited charges will be refunded. No refunds or reductions of charges will be made without exception, after the first four weeks of classes. Appeals regarding any aspect of the charges, payments, or refund process should be addressed in writing to the Treasurer's Office.

Withdrawal for this purpose will be considered as encompassing leaves of absence and Junior Year Abroad programs.

For the purpose of computing any refund, a student's official withdrawal date will be the date on which the Assistant Vice President for Academic Affairs or Director of Counseling receives her completed notice of withdrawal. The College will not refund a student's initial \$50 deposit until she has formally completed the notification of withdrawal.

Where withdrawal from the residence hall is involved, the date used for calculation of fees or refund due will be the date on which the Dean of Student Services receives written notification of the student's intent to live off-campus, subject to the approval of the request to live off-campus.

Financial aid

Chatham has an outstanding program of financial aid available, with over 60 percent of Chatham students receiving some form of financial assistance annually. Generally, financial awards at the College range from \$100 to \$8930 per year, and aid is usually awarded as a "package" including a grant, a job, and a loan. Some forms of financial aid may cover special programs, such as Study Abroad or the Washington Semester. These awards include the Pell Grant, state scholarships, outside grants, and the National Direct Student Loan (NDSL); for more information, students should contact the Financial Aid Office.

A student must reapply each year for financial aid. She can expect assistance to be continued as long as her financial need continues and she makes satisfactory academic progress. The amount of aid received in years after the initial award will depend on the student and her family's resources and the continuing availability of financial aid funds from outside sources, such as the federal and state governments. As the student makes academic progress, she will be expected to assume reasonable additional financial responsibility for her education through a reasonable increase in the self-help portion of her financial aid package.

Financial need is the main criterion to determine a student's eligibility for assistance. If her family has a relatively high income, she should not automatically assume that she is ineligible for financial aid.

Financial aid for freshmen

Freshmen are awarded financial aid on the basis of their need. Applicants for financial aid should submit the following financial information at the same time they submit their admissions application:

1. The Financial Aid Form should be filed with the College Scholarship Service. This form may be obtained from a student's high school guidance counselor (available after January 1).
2. The Chatham financial aid application.
3. A copy of the family's most recently filed IRS 1040 form.

Additional information on all sources of financial aid may be obtained by requesting the College's brochure on financial aid from the Admissions Office.

Financial aid for transfers

Students who enter Chatham with advanced standing are eligible for financial aid as described for freshmen.

Financial aid for upperclassmen

Students of the three upper classes are eligible for a number of endowed scholarships and scholarships contributed by individuals, groups, and foundations. These scholarships are awarded on the basis of need, academic achievement, and contributions to the Chatham community.

Chatham-administered aid

Chatham Grants come from College funds and are based on financial need. The awards vary in amount and do not require repayment.

Supplemental Educational Opportunity Grants are federal funds administered through Chatham to a limited number of students of exceptional financial need. Students must be enrolled at least half time and be in good standing; when the number of qualified applicants exceeds available funds, full-time students are given priority. Grants range from \$200 to \$2000 per academic year.

National Direct Student Loans are awarded in combination with grants and work study. Students may borrow up to a maximum of \$3000 for the first two years of study toward a Bachelor's degree, and a total of \$6000 for all four years. For loans made before July 1, 1981 the interest rate is 3 percent. For loans made between July 1 and September 30, 1981 the interest rate is 4 percent and for those made after October 1, 1981 the interest rate is 5 percent. These loans carry a legal obligation for repayment, beginning six months after graduation.

Work Assignments/Work-Study are two programs which enable students to earn money. Work Assignments are paid from Chatham funds; the Work-Study Program is federally sponsored. Students work on campus in such jobs as library assistant, lab assistant, child care center aide, and residence hall receptionist.

Outside sources of aid

Pell Grants, administered by the federal government, range from \$200 to \$1800 per year. Applications are available through high school counselors or the Chatham Financial Aid Office.

State Grants are administered through the financial aid agency of each state. Students requesting financial aid from Chatham who are residents of the following states must apply for state scholarships: Connecticut, Maryland, Massachusetts, Pennsylvania, Rhode Island, Ohio, Vermont, West Virginia, Delaware, and Washington, D.C. Awards range from \$100 to \$1500. Applications are available through high school counselors or the appropriate state agency.

Federally Insured/State Guaranteed Loans are low-interest, long-term loans to aid students who are enrolled on at least a half-time basis. A student may borrow up to \$2500 a year with a maximum of \$12,500 for five years. Loans disbursed to first-time borrowers for enrollment after January 1, 1981, will be repaid at nine percent interest with a six-month grace period. Loans made prior to January 1, 1981 are charged 7 percent interest with repayment starting nine months after graduation.

Scholarships

Presidential Scholarships

Five full tuition, room and board scholarships are available each year to incoming freshmen through the Chatham Scholars Program. These awards are based on academic achievement, performance on an on-campus examination, recommendations, SAT or ACT scores, and involvement in school/community activities.

Cornerstone Awards

Three incoming freshmen will receive \$2,000 scholarships based on the same criteria as the Presidential Scholarships. These awards are renewable each year as long as the student maintains a 3.0 average at Chatham.

Minna Kaufmann Ruud Voice Scholarships

Several voice scholarships of \$1,000 or more are available each year to students with outstanding talent in voice, regardless of financial need, who wish to combine vocal training with a liberal arts education. Awards are based on auditions held the first Saturday in March, and are renewable each year with an audition.



The academic program

Chatham believes that the primary purpose of the college experience is the pursuit of learning in all its forms. But it recognizes that individuals choose to seek knowledge in different ways, with many different goals in mind. The College offers the student the freedom to decide on her own individual curricular program.

Whatever curriculum the student chooses, it will be guided by several convictions common to every Chatham education:

- that narrow vision and intolerance can be overcome through an understanding of the realities presented by the liberal arts, and through the testing of ideas and methods;
- that one must learn *how* to learn—how to identify problems, evaluate evidence, and pursue solutions;
- that one must learn to judge ideas critically and express ideas effectively;
- that in the pursuit of learning, imagination is as important and useful as reason.

Chatham believes that the ability to write and speak the English language clearly and precisely is fundamental to the pursuit of knowledge. All Chatham students are expected to achieve high standards in written and oral communication. And to gain greater understanding of our own language and culture as well as other cultures, Chatham students are encouraged to study foreign languages. The ability to read works and journals in their original form, for example, greatly enhances one's appreciation of literature, history, philosophy, current events, and scholarly efforts in all fields. Students should therefore take every opportunity to become proficient in one or more foreign languages. They may also be advised to become familiar with current technology in their fields of interest through work with the College's computer system or audio-visual and television equipment in the Media Center.

Chatham seeks to develop in a woman an openness to ideas and issues, a sharp analytical sense in dealing with them, and a precision in thinking, speaking, and writing about her own ideas. These qualities grow under the discipline of scholarship, the give-and-take of the classroom, and the free exchange of thoughts among thoughtful people.

Degree requirements

The Bachelor of Arts degree at Chatham may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent including two approved Interim programs;
2. the satisfactory completion of the tutorial;
3. the completion of a minimum of 22 units at Chatham College.* All Chatham-directed Interim courses and courses taken in cross-registration are credited toward fulfilling the residence requirement. Transfer students entering Chatham with advanced standing beyond the freshman year are required to complete a minimum of 17 units at Chatham College.* Transfer students entering Chatham with second term junior or senior standing are required to be in residence for three long terms and successfully complete a minimum of 13 units.*
4. the passing of a writing examination or the satisfactory completion of Expository Writing I by the end of the sophomore year. For junior and senior transfer students the requirement must be satisfied during the first long term of enrollment.

The Bachelor of Science degree at Chatham may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent including two approved Interim programs;
2. the satisfactory completion of the major in chemistry or in biology; a chemistry or biology major is also possible for the Bachelor of Arts degree.
3. the satisfactory completion of the tutorial;
4. the completion of the residence requirements outlined in Item 3 above.
5. the completion of the writing requirements outlined in Item 4 above.

**The last six units of the degree must be completed in residence.*

Major options

A student who wishes to concentrate her efforts may do so in any of these ways:

Departmental Major: Major programs are offered in the following areas and programs: Administration and Management, Art, Biology, Chemistry, Communication, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology-Anthropology, and Spanish. Each department determines the requirements for its majors.

Interdepartmental Major: A major may be pursued through concentrated study in two related departments or programs. Such a major consists of a minimum of eight (8) course units in each of the two departments or programs, exclusive of the tutorial. Four course units in each department must be at the 200 level or above. Individual departments or programs may require specific courses in fulfillment of the above requirements. The tutorial must integrate the subject matter of the two departments or programs. Such a major must be approved by both departments and supported by a letter from a full-time faculty member who has agreed to advise the student and to direct her program, particularly in the interrelations of subjects to be studied.

Multidisciplinary Major: A major program may also be pursued through concentrated study of several disciplines bearing on a single concern, possibly disciplines not usually considered related. The major may be built around a single topic. Each of these majors must be approved by a committee of three full-time faculty members, which is composed of the student's academic adviser and two other faculty members from disciplines most closely related to the proposed major. The responsibility for the approval and the monitoring of the major rests with this committee.

Each student who considers undertaking a multidisciplinary major must consult with her faculty adviser concerning the selection of her major committee. The student prepares a proposal for her major which must include, but not be limited to, a statement of educational goals, the purpose of the proposed major, a detailed plan of study which includes all courses which would be applied to the major, and a bibliography which reflects the body of knowledge upon which the major is built. The plan of study must adhere to

the following guidelines: 1) the major consists of no fewer than 12 course units, including the two units of the tutorial; 2) no more than one independent study and one internship can be applied toward the major; and 3) seven of the 12 course units must be at the 200 level or above.

Minor options

A student, at her option, may pursue a minor if she is majoring in one of the traditional departments or programs.

Departmental Minor: Such a minor consists of a minimum of six and a maximum of eight course units and includes a sufficient number of introductory and upper level courses. Internships and independent studies may be part of the requirements. There are no tutorial requirements as part of the minor.

College Minor: Such a minor is designed by faculty members, departments, or programs and focuses on a specialized field or area. A college minor is interdisciplinary in nature.

The tutorial

An extended independent project, the tutorial, gains its focus from a continuing dialogue between the student and her tutor. The study, undertaken during the senior year, normally centers in the student's major. It may be conducted, at least in part, in the context of a group experience such as a seminar. The tutorial may include such programs as field work, creative work in any of the arts, scientific research, independent scholarly research, or independent reading.

The tutorial consists of two course units of internally related study, selected by the student and her faculty tutor. In an interdepartmental major, the tutorial must have the approval of the two departments. Normally, the two course units are consecutive, in two long terms.

During the first term of the tutorial, each student chooses at least two other faculty members as reader/examiners, normally one from within the department, and one from outside the department but in the discipline or area of competence most closely related to the subject matter of the tutorial. The tutor and reader/examiners give the student a critical evaluation of her work during a sequence of meetings held during the course of study. At the end of the first term, the tutor grades the student's work. The grade, to be used by the Committee on Academic Standing, does not become part of the student's permanent record.

At the end of the second term, the student gives her tutor and reader/examiners a written articulation of her tutorial experience. Together, the student and tutor decide on the scope of the writing, which may range from a brief report or synopsis to a substantial paper. The student must also have an oral defense of her tutorial with her tutor and reader/examiners, and other faculty members and students if desired.

General education

The College offers a wide selection of courses of general interest, designed to acquaint students with the problems, topics, methods, and resources of diverse areas of

knowledge. Some courses are interdisciplinary or multidisciplinary; others center in a single discipline. While none are closed to majors, certain courses are recommended for the student not concentrating in the area. General education courses are drawn from the following areas:

1. problems and techniques of abstract or formal reasoning;
2. scientific inquiry characterized primarily by success in explaining physical events by laws;
3. scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses;
4. non-verbal aesthetic experience,
5. the literary arts;
6. the history of some aspect of man's cultural development;
7. critical attempts to deal with the problems raised by man's intellectual, aesthetic, and moral experience.

Experiential Learning Credit

Experiential Learning Credit is granted for an equivalent academic experience which an individual has gained through employment, job training, or other situations which departments feel meet the requirements for granting academic credit. Upon the recommendation of the appropriate department, and with the approval of the Committee on Academic Standing, degree candidates may be granted Experiential Learning Credit. The student must have had these experiences before enrolling at Chatham. A degree student must apply for Experiential Learning Credit by the time she has completed eight (8) course units at Chatham and may earn a maximum of eight (8) course units. Students seeking Experiential Learning Credit should apply to departments by following procedures defined by the Committee on Academic Standing.

Pre-professional programs

A student planning a career in the professions follows a special sequence of courses, and her progress is followed closely. To prepare for the health professions—medicine, dentistry, veterinary medicine, public health—a student takes a series of chemistry and biology courses, along with basic courses in mathematics and physics. She may decide to major in chemistry or biology, or in some cases pursue other majors, as long as she has completed the courses required for admission to a professional school.

In a pre-law program, a student may major in any one of several fields, including English, history, political science, economics, philosophy. Above all else, she must concentrate on developing her ability to think, write, and speak precisely and effectively.

For a career in elementary or secondary school teaching, a student majors in her chosen field of interest rather than in education itself. In order to receive state certification as a teacher, she must complete a sequence of courses in the principles and practice of education (see p. 50). She will also be expected to participate in field experience, including student teaching, during her course of study. Practice teaching can begin as early as her freshman year, giving her an early idea of what teaching is like, and a major head start in practical experience.

All pre-professional students receive guidance and assistance throughout their academic careers. The College advises students on courses of study, provides information on professional school admissions tests and requirements, and helps with the whole process of applying to professional schools.

The Communication Program provides students with a theoretical approach to the analysis of messages in all the media of human expression. Students will develop their abilities to write and speak effectively. It also provides students with the opportunity to apply their critical abilities in the creation of media productions. Finally, the program offers the student the opportunity to experience the reality of on-the-job media work through the College Internship Program.

The program in Administration and Management is designed to prepare Chatham women to begin careers leading to administering or managing at various levels and in a wide variety of institutions and agencies. The program offers the student thorough training in leadership. It considers the functions and values of management in business, government, and the non-profit sector. Even more importantly, the program gives the student the background she needs to understand many facets of administration and management, whether financial, political, or technological.

Special programs

Essentials of Business Administration Certificate Program

Chatham offers the EBA Program to women graduates of liberal arts colleges and universities who are interested in entering or moving up in the business world. The EBA Program provides students with a comprehensive overview of modern business focusing on such areas as management, organizational structure and behavior, and basic practical information. The nine-month course consists of evening and Saturday classes.

Community Services Programs

The Office of Community Services at Chatham offers several programs each year which are geared to promoting the education and advancement of women in the community. Courses are usually 6 to 8 weeks long and recently included "Money Management . . . Invest in Yourself," "Marketing Yourself," "Computer Literacy," and "Career Counseling."

The Interim

The Interim, the one month separating the fall and spring terms, is a special time for the student to approach her education independently and creatively. During the Interim, she can concentrate on one project of her own choosing. Learning is not limited to regular curriculum offerings, nor tied to the geographical boundaries of the campus or the fixed time of the lecture hour.

The Interim offers students a variety of options from which to choose, including Chatham sponsored on-campus courses, Chatham sponsored off-campus courses, traditional independent studies, internships, and courses at other 4-1-4 colleges. The student can even use the month to study abroad.

A student must complete two approved Interim programs. If she chooses, though, she may enroll in every interim throughout her four years, and receive credit for each satisfactory project.

During recent Interims, Chatham offered the following formal courses and projects.

Art	Narrative Art Art History Field Trip Greece
Communication	The Language of Cinema
Drama	Theatre in England
English	English Poetic Tradition
History	Vienna Finale and Prelude
Modern Languages	Comparative Languages Spanish in Mexico
Political Science	The Sixties Camelot to Kent State
Sociology/ Anthropology	The Culture of Schooling

Internships

An internship gives a student real-world work experience that lets her test possible career choices and later lets her acquire in-depth experience. Chatham students are welcome as interns all over the city. They are given responsible, important work to do and the opportunity to learn the inner workings of businesses, government agencies, and social institutions. A student finishes an internship with a much better idea of what she wants to do in life. She also has gained invaluable experience to note on her record when she seeks employment after graduation.

Internships are normally arranged by the Office of Career Programs and can take place during any term. Recently, Chatham students have served as interns in the following areas:

Curriculum development	Carnegie-Mellon University
Advertising sales	KQV/WDVE Radios
Computer programming	Health & Welfare Planning Association
Pathology	West Penn Hospital
Far East sales	Dravo Corporation
Community services.	Bell of Pennsylvania
Retailing	Gimbels
Employee communication.	Gulf Oil Corporation
International banking	Pittsburgh National Bank
Minority justice	NAACP (Washington, D C.)
Restaurant management.	Pittsburgh Hilton
Research & museum display	Colonial Williamsburg Foundation
Stage management	Pittsburgh Opera
TV production	KDKA-TV's "Pittsburgh 2day"
Political polling	Creamer, Inc.
Crisis intervention.	Shuman Center
Corporate accounting	Sharon Steel Corporation
Administrative planning	Parks & Recreation Department, City of Pittsburgh
Architectural design.	Damianos & Associates

Freshman seminars

The College offers a special group of topic-oriented and problem-oriented seminars which are especially designed for full-time entering freshmen. All entering freshmen must enroll in one of these seminars, the purpose of which is to articulate, consider, and research a common problem. In the seminars, a freshman begins to learn about the whole process of academic inquiry and discussion and about the importance of her writing and speaking skills. She can identify her weaknesses in communication and take steps to correct them. Freshman seminars usually meet on a three-hours-per-week schedule; however, each seminar is designed differently, and the normal class schedule may not always apply.

Each of the freshman seminars shares certain interests with two other seminars; these natural groupings are known as "clusters." The seminars of a cluster have a certain number of assignments and projects in common and meet together at intervals throughout the term for discussion, field trips, films, special speakers, and other occasions to explore their common interests. The clusters scheduled for Fall 1983 are:

Cluster I. Work and Leisure

- The Arts of Work and Leisure
- Authors, Audience, Work and Play
- Work and Leisure in History

Cluster II. Women: Myth and Reality

- Current Topics in Health and Nutrition
- Women in Different Cultures
- The Role of Women in Russian Society

Cluster III. Love and Hate

- Language in Society
- The Philosophy of Love
- Aggression

Faculty Symposium

The Faculty Symposium serves as another kind of innovative course. Two or more faculty members may schedule a symposium on a subject relevant to their disciplines, or to discuss and probe scholarship in which they are engaged. Appropriately qualified students may enroll for credit in the symposium and take an active part in the process of scholarly investigation, discourse, and argumentation.

Independent study

Independent study gives the student the chance to do important work and to design a project of her choice with her faculty adviser. Her work often takes her far beyond the formal curriculum and deep into the subject. Independent study imparts a sense of academic discipline and great intellectual self-reliance.

A student doing independent study works closely with a professor of her choice. Before registration, the student should make arrangements with the professor and determine the nature and scope of the work, as well as the amount of credit she is to receive.

All departments offer independent study. Recent projects have included the following

- Russian literature of the 19th century
- Mathematical economics
- Sociological aspects of psychiatric institutions
- Mathematics/Physics for the theatre
- Development of speech in exceptional children
- Study of clinical nutrition and diabetes
- Pictorial analysis of Black women in America
- Teaching English as a second language
- Study of anatomy through the use of clay sculpture
- Children's programming (with WQED)
- Study of function and structure of the ear (with Eye and Ear Hospital)
- Study of the influence of Schopenhauer and Nietzsche on Herman Hesse
- Cultural study of Dahomey
- Hormonal aspects of cardiovascular disease (with May Institute for Medical Research)
- The Baroque era in Germany
- Law, ethics, and individual responsibility
- Study of six French suites of the keyboard by Bach
- Corporations and Congress



Cooperative arrangements with other Pittsburgh colleges and universities

Students at Chatham College can take advantage of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, Point Park College, Robert Morris College, LaRoche College, the Community College of Allegheny County, and the Pittsburgh Theological Seminary are members of the Pittsburgh Council on Higher Education (PCHE).

The Council sponsors interinstitutional programs, so students from each college and university may study with students from other colleges and become members of a greater university community.

Cross-college and university registration

Any full-time undergraduate student attending a PCHE member institution may enroll in courses during the academic year at any other member institution (see list). Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally, a student may enroll in any course accredited towards a baccalaureate program in arts and sciences. She will receive full credit for the course, and her grades will be transferred to her Chatham record. The academic regulations of the host institution, including the grading and honor systems, will apply in all cases. There is no additional tuition charged.

A student may obtain further information on cross-registration from the Chatham Registrar.

Study abroad

Any student may study abroad for credit in programs approved by the Committee on Academic Standing. Study abroad may take place during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs are for all classes. The Committee sets no academic performance level as a criterion for its approval, but a student should have academic competence or a specific language skill, or both, to profit fully from the program.

Chatham students may select from numerous approved programs offered either by other colleges and universities or Chatham itself. They are thus more likely to find educational experiences suited to their special academic needs. About 20 students undertake such study annually in one of the five different session units.

Some recent study abroad programs have been:

Drama and English in London

French Language and Culture at the Sorbonne, Paris

Spanish Language and Culture at the University of Valladolid, Spain

History and Economics at the University of Northern Wales, Bangor

Russian Language and Culture at the Pushkin Russian Language Institute, Moscow

Art History in Rome and Florence

Spanish in Colima, Mexico

Middle East Culture at Hebrew University, Albright Institute, and Birzeit College, Jerusalem

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs, but not later than April 1 for programs that begin in the fall. Further information and the Chatham application form may be obtained from Professor Jackiw, Coordinator of the Study Abroad Program.

Summer study

A student wishing to receive credit for summer study at the College or elsewhere must obtain, in advance of study, an approval of both the course work to be taken and the institution where it will be taken. Application for approval should be filed with the Registrar before May 1.

Semester in Washington

Juniors with good academic records and a desire to do independent field work and research are eligible for a semester in residence at The American University in Washington, D. C. Students may choose.

- the Washington Semester, with a focus on American national government,
- the Urban Semester, with a focus on urban and metropolitan problems;
- the Foreign Policy Semester, with an emphasis on the formation of U.S. foreign policy;
- the International Development Semester, with an emphasis on developing nations;
- the Economic Semester, with a focus on the formation of economic policy;
- the Science and Technology Semester, with a focus on environmental and technological concerns of modern society.

Students normally receive four Chatham course units for the programs. Students from all disciplinary backgrounds are eligible to apply.

The advisory program

Academic advising

The Chatham student is responsible for designing her own program of studies, but it is not a responsibility she has to bear alone. She can depend on the guidance and cooperation of her faculty adviser throughout her entire academic career.

Her faculty adviser helps the student gain the perspective she needs to make her decisions and plan her life. The adviser supplies information on the College's resources and how the student can take advantage of them. She is encouraged to discuss, analyze, and evaluate her hopes and plans for the future.

The advisory relationship will undoubtedly vary widely. But the student can fully expect that her adviser will be accessible whenever she needs to solve problems, make choices, or just talk things over. The adviser offers concerned and attentive consultation to help the student evaluate her efforts in light of her educational goals.

Each entering freshman will be assigned a faculty adviser who will meet with her before the beginning of classes. The adviser will be familiar with the student's record, and the two can discuss in depth a program for the first term.

Freshman course registration is not held until after the first full week of classes. During this period, freshmen may attend all courses, except Freshman Seminars, in which they might enroll. They will then be able to make informed decisions about the program they will actually pursue.

A student ordinarily remains with her freshman adviser until she has chosen a tentative major or focal interest. This choice could come as early as the end of the first term, or as late as the end of the sophomore year. At that time, the student applies to the department or professor of her choice for a major adviser. Students are free to select and change their advisers. Entering transfer students select their advisers after consultation with the Assistant Vice President for Academic Affairs.

In the second half of each long term, an advising week is designated. Each adviser then provides an hour's scheduled appointment with each of his or her advisees. (As much additional time as necessary is available throughout the year to advisees who desire it.) The advising week is also the scheduled period for changing advisers.

Career programs

Preparing for a career is an ongoing experience for a student at Chatham College. The process of self-exploration and of gathering information about the world of work is continual—in her classes, in talks with her adviser, and in frequent visits to the Career Programs Office. A large part of college life is devoted to developing career and life skills which will enable a student to make decisions about her future.

The Office of Career Programs is a resource center for students wanting to learn how to put their skills, interests, education and experiences to work. Through individual counseling and special workshops, she receives assistance in discovering career goals. The Office maintains a collection of books, directories and periodicals on career development, job hunting techniques, graduate school and job opportunities.

Chatham's Internship and Mentor Programs are facilitated through the Office of Career Programs, as well as on-campus recruitment by employers and graduate schools. In addition, resumé writing, interviewing skills, and effective job hunting techniques are taught. Also provided is a credentials service which Chatham women can continue to use throughout their professional careers, and career counseling is available to all Chatham alumnae.

Academic procedures

Academic credit

The course unit is the unit of academic credit for all courses offered either in the term or the Interim. One course unit, for purposes of evaluation outside the College, is equivalent to 3.5 semester hours. Courses are valued at ½, 1, 1½, or 2 course units according to their listings in this Bulletin. Thirty-four course units are required for graduation.

Academic load

The normal academic load is 9 units per year.

The minimum normal load is 7 units per year. Students with programs below this limit will be considered part-time, and will also be charged on a per-unit basis.

A program of 5 or more course units in any one term is considered an academic overload. To qualify to take such an overload, a student must be academically well above average. Her academic standing may qualify her automatically, or she may petition the Committee on Academic Standing for permission.

Terms of study

The required 34 course units will usually be distributed as 4 units in each of 8 terms, plus at least 2 and at most 4 Interim courses. All full-time students must carry at least 3 course units per term, and they must meet the Chatham residence requirements (page 20).

Work done *in absentia* will be credited if it has the prior approval of the responsible department or faculty committee and the Assistant Dean of Faculty. In the case of Interim courses, work must be approved by the Assistant Dean of Faculty.

Grades

The grades in use are:

A = Excellent

B = Good

C = Satisfactory

D = Minimal performance. No more than 4 course units of D can be credited toward the degree. The LP (Low Pass) is equivalent to a D for this purpose.

F = Unsatisfactory performance; no credit.

NG = No grade

I = Incomplete work in a course. This is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. Approval of the Assistant Vice President for Academic Affairs is required. Incomplete grades will not be granted for Interim courses.

In order to remove an I grade, a student must complete all required work in the course by the end of the first four weeks of the following term. Failure to do so automatically results in failure in the course.

W = Withdrawal from course with no penalty.

The Registrar reports all grades and credits earned to all students and their advisers at the close of each term. Grades are not assigned quality points. There are no grade averages, and students are not ranked.

The Pass-Fail System

The student, with the guidance of her adviser, may decide to take a course on a Pass-Fail basis rather than under the traditional grading system. Pass-Fail can relieve some of the academic pressure a student may encounter. It permits her to explore new fields or new levels of knowledge without apprehension about grades. The option remains open to every student in virtually every course.

Students choosing to take courses on a P/F basis will be graded as follows:

P = Pass; minimal value is C

LP = Low Pass; equivalent to D

F = Unsatisfactory; no credit

At registration, the student declares her option to take a course on the P/F basis. She may change this option during the first two-week period of the term.

For a few courses, especially some offered during the Interim, instructors give only P/F grades. For a few other courses required for certification by outside agencies, the P/F option is not available. For a cross-registered course, the student must declare her option to the Chatham Registrar within two weeks of the beginning of the course. Otherwise, P/F enrollment in a cross-registered course is subject to the rules of the host school.

Academic standing

Each student's progress is reviewed at the close of each term. Her academic standing—the level of advancement she has reached, the quality of the work she has completed—should be satisfactory. A student whose work does not meet expectations is not in good academic standing; she may be warned, placed on probation, or dismissed. The Committee on Academic Standing conducts such reviews, and the Assistant Vice President for Academic Affairs notifies the student and her adviser of any action taken.

Honors and awards

Departmental Honors or Program Honors are awarded at graduation to those students who have distinguished themselves in their major field or in special programs. These honors are awarded at the discretion of the student's department or adviser; they are approved by the faculty.

College honors are also conferred at commencement as follows: cum laude—a cumulative average of 3.5 to 3.74, magna cum laude—a cumulative average of 3.75 to 3.89, and summa cum laude—a cumulative average of 3.9 to 4.0. A student must complete a minimum of 17 course units at Chatham in order to qualify for consideration for overall honors. A student who has taken 17 to 22.5 course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 14 letter-graded Chatham course units, exclusive of internships. A student

who has taken 23 to 28.5 course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 19 letter-graded Chatham course units, exclusive of internships. Finally, a student who has taken 29 or more course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 24 letter-graded Chatham course units, exclusive of internships.

Students may be nominated for the Chatham College chapters of Phi Beta Kappa and Mortar Board.

Special awards are also presented each spring to students who have excelled academically and have made outstanding contributions to college life and to community affairs.

Exemption and credit by examination

A student may be exempted from a course if she shows that she has satisfactorily fulfilled the main objectives of the course. She may also earn credit for a course by demonstrating superior achievement in a special written or oral examination.

To take these examinations, qualified students should apply to the department or faculty member involved. Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board (see page 11).

Auditing courses

Full-time students may audit a course with the permission of the instructor. The student decides whether or not the audit will be recorded on her transcript.

If the student wants to have the audit entered on her transcript, she must meet the same course requirements as students who take the course for degree credit. She must also have the qualifications needed to take an academic overload, if applicable. The option is restricted to Chatham courses; it does not include independent study. A non-refundable fee of \$25 will be charged for each recorded audit.

Registration

Students must register for classes on the date indicated in the College calendar. There is a \$15 processing fee for registrations after this date.

With the approval of the course instructor and the faculty adviser, courses may be added throughout the first two weeks of the long terms and dropped throughout the first four weeks of the long terms. During the Interim, with the approval of the course instructor and the faculty adviser, courses may be added throughout the first three days or dropped throughout the first week. There are no academic penalties for adds and drops occurring within the prescribed deadlines.

After the prescribed deadlines, all requested course changes must be approved by the Committee on Academic Standing, the course instructor, the faculty adviser, and the Assistant Vice President for Academic Affairs. Procedures for adding and dropping courses past the deadlines can be obtained from the Assistant Vice President for Academic Affairs and the Registrar. In all cases, a fee of \$10 will be charged for any authorized course change occurring after the prescribed deadlines.

The use of the W grade is limited to unusual circumstances which can be documented in writing and which prevent the student from completing the work of a course. If a W grade is indicated, the student should seek the approval of the Assistant Vice President for Academic Affairs prior to the end of the term.

Attendance

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. To get the fullest benefit from her courses, she must participate fully. This implies attending regularly, completing work on time, and making up work missed because of emergency absence.

Student rights, privileges, and responsibilities

Students, as citizens, have the basic rights guaranteed under the United States Constitution. These rights, including the freedoms of expression, assembly, inquiry, and security against unreasonable searches and seizures, are based on the assumption that students are rational adults, behaving in a reasonable manner, with intellectual independence, personal integrity, honesty in all relationships and consideration for the rights and well-being of others. Students, as members of an academic community, have the privilege to engage in the academic enterprise, participate in cocurricular activities, and reside in a unique living situation that enhances their moral and educational development and fosters a sense of community.

The recognition of rights and the granting of privileges by the College requires, in turn, responsibilities on the part of the students. These include, in the academic sphere, acknowledgement of the scholarship of others and the responsibility of relying on one's own work and not that of others; in the social sphere, the student must respect the laws of the Commonwealth of Pennsylvania and the nation, and each individual should act so as to ensure the rights, welfare, and security of others.

As part of the educational process, the normal patterns and procedures of the Student Judicial System are delegated to a student board, although final authority for student life lies with the President and the Board of Trustees. The right to summary suspension or dismissal in severe or emergency cases, subject to appeal, is reserved for the President of the College or the President's delegated authority. The College provides a forum for students subject to disciplinary proceedings; such proceedings are governed by the rules and regulations outlined in the Student Handbook. Students with academic grievances should confer with the Vice President for Academic Affairs.

The Family Educational Rights and Privacy Act of 1974 gives students the right to review all materials and records which are maintained in their official files. Requests to review records will be honored within 45 days of the date of request. In addition, student records including transcripts, letters of recommendation, etc., will not be released to persons outside the College without written authorization by the student.

Absence from final examinations

Unexcused absence from an examination results in a failure in the examination. The Director of Counseling or the Assistant Vice President for Academic Affairs will excuse absence only in case of illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee is \$10 per course unless waived by the Director of Counseling or Assistant Vice President for Academic Affairs.

Transcripts

Graduates and students are entitled to one transcript of their College record without charge. Each additional transcript will cost \$2. Requests for transcripts should be directed to the Office of the Registrar; checks should be made payable to Chatham College. Two weeks are required for processing.

Withdrawal

A student who wishes to withdraw from the College during the academic year must complete the *notice of withdrawal* form, which requires authorization from parent or guardian. She then submits the form to the Assistant Vice President for Academic Affairs or Director of Counseling. Her official withdrawal date is the day on which the form is received by the appropriate officer. Refund of a student's initial \$50 deposit will only be made after the notice of withdrawal form has been received.

Upon the recommendation of the College physician, the College may request a student to withdraw for reasons of health.

Students who return to the College after withdrawal (except those on leaves of absence) must reapply and be reaccepted for admission. Requests should be sent to the Director of Admissions along with a \$15 application fee.

Leaves of absence

Medical

A medical leave of absence for a stated period may be considered instead of medical withdrawal in certain types of illness or injury. The medical leave requires the recommendation of the College physician to the Director of Counseling or the Assistant Vice President for Academic Affairs. When circumstances warrant, the College has the right to require a student to take a leave of absence.

Voluntary

If a student plans to be absent temporarily from the College, she may request a leave of absence for a stated period from the Committee on Academic Standing. She should explain her reasons and plans for this absence in a letter to the Committee. If the leave is granted, the student may return to the College at the stated time without applying for readmission. If necessary, an extension of the leave may be granted. The student is expected to notify the Assistant Vice President for Academic Affairs and pay the \$150 deposit by April 20 prior to a fall return, or by December 1 prior to an Interim or spring return.

If students need financial assistance in order to return, they will be given full consideration. Application should be made to the Financial Aid Office.

Other leaves

Students in Junior Year Abroad programs or other programs approved in advance by the College are considered to be students *in absentia* and are carried on the College roster. They recertify their intent to return by notifying the Assistant Vice President for Academic Affairs and paying the \$150 deposit on the appropriate date.

Courses of study

Dismissals

The College reserves the right to dismiss at any time a student who fails to maintain the required standard of scholarship, who fails to make satisfactory overall progress, or whose continuance in college is detrimental to her health or the health of others.

Conduct which violates the stated regulations of the College or which is contrary to the intent of any rules of the College can be considered cause for disciplinary action. At the discretion of the College, this action may include required withdrawal. The welfare of the individual student is the primary concern here, as in all relationships with the College. A special probationary period may sometimes be used if it can contribute to the total development and progress of the student.

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen—as Art Tutorial 603-604—the course may not be entered second term and no credit is given until two terms have been completed. If the numbers of a year course are separated by a comma—as Art 101, 102—the course may be entered either term and taken for credit.

Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours).

Courses within each department are designated by three-digit numbers. Unless otherwise indicated in the course description, odd-numbered courses are given in the fall term, even-numbered courses are given in the spring term, and courses ending in "0" are given in the Interim term.

The first digit of the course number indicates the level of the course as follows:

- 7 = Faculty Symposia: open to students with permission of the instructor
- 6 = Tutorial
- 5 = Independent Study
- 4 = Course open to seniors only; to others with permission of the instructor
- 3 = Course open to juniors and seniors only; to others with permission of the instructor
- 2 = Course open to sophomores, juniors, and seniors only; to freshmen with permission of the instructor
- 1 = Course open to any student, providing stated course prerequisites have been met
- 0 = Course open to freshmen only

In the second digit of the course number, numbers above "6" identify certain programs as follows:

- 9 = Interdepartmental course
- 8 = Black Studies course

The College reserves the right to withdraw any course which is not elected by a sufficient number of students. Not all courses are available each academic year. Course schedules should be planned in conjunction with a time schedule available at the Registrar's Office.



Administration and Management

The Administration and Management Department is designed to prepare students in the basic knowledge and skills required for the pursuit of careers in modern complex organizations. The curriculum intends to develop students who can convey ideas in a disciplined and interesting manner in speaking and writing, who understand the nature and function of various types of human organizations and the people who work in them; who understand the function of law and morality in regulating and guiding human decision making; who have knowledge of the American economic system and principles of finance, financial analysis, and record keeping; who can think logically and realistically in planning and making decisions; and who also have an understanding of the role and history of women.

The methods of teaching and the content of the curriculum will emphasize intellectual and critical appraisal rather than technical specialization. The courses focus on general knowledge and prepare the liberally-educated student for the administration and management of the formal institutions of our society.

Major Requirements:

17 course units, including one internship and the tutorial. Students majoring in administration and management are required to take the following: Administration and Management 101, 201, 202, 222, 223, 250, 302, 322, 603, 604. Additional required courses are Economics 101, 102; English 103; Information Science 103; Mathematics 107, 108; and either Mathematics 110, Psychology 109, 110, or Political Science 211 (prerequisite Political Science 211).

Interdepartmental Major Requirements:

9.0 course units, not including the tutorial. Required courses are Administration and Management 101, 201, 222, 223, 302; Information Science 103; Mathematics 107; one statistics course (Mathematics 110, Psychology 109, 110, or Political Science 211); and one research methods course (to be taken in the department which is to be combined with administration and management for the major, or in any of the other social science areas if that is more appropriate). It is strongly recommended that the student complete two economics courses and English 103.

Minor Requirements:

The following courses are required for the administration and management minor: Administration and Management 101, 201, 222, 223, 306, Information Science 103, and

Mathematics 107. It is strongly recommended that the student complete two economics courses and English 103.

101. The Modern Corporation: An Introduction to Contemporary Business.

The economic and social setting of business in contemporary industrial society is examined, with emphasis on its impact, functions, forms, values, and responsibilities. Students are introduced to administrative and managerial purposes and processes.

The course considers several aspects of business operations, including financing and ownership, production, marketing, growth and development, and the decision-making process. Also studied are the relationships between business institutions and their several publics: consumers, employees, owners, governments, schools, and the local community. The impact of business on the physical environment is examined.

201. Experiencing Organizations.

This course applies the behavioral sciences to each student's experiences in organizations. Beginning with the individual as an organization, the course will develop understanding of the structure, function, and environment of work and other social organizations. Students will be exposed to a variety of types of organizations, including business, government, medical, education, religious and volunteer systems.

Particular emphasis will be placed on recognizing and influencing the relationship of various components of the organization to increase organizational effectiveness. Prerequisite: Administration and Management 101 or permission of the instructor; it is highly recommended that Psychology 101 or Sociology 101 be taken previously.

202. Managing Organizations.

This course provides an introduction to the role and functions of managers in organizations. Areas which will be explored are work, its design and distribution; personnel, their selection, training, and evaluation; communication, its design and implementation; decision-making, appropriate means for different problems; innovation and social responsibility, the limits of a manager's function. Throughout the study we will consider the relationship of style of interpersonal communication, use of power, control, and accountability to the success of the manager. Prerequisite: Administration and Management 201.

222, 223. Financial Analysis and Managerial Accounting I, II.

This course is designed to enable the non-accountant to gain an understanding of basic accounting theory and commonly used accounting terminology and practice. Students will be taught the objectives of basic financial statements, how to read the financial statement captions and supporting data, and how to interpret the financial data presented. The focus of the course is upon principles, objectives and interpretation rather than bookkeeping techniques. Prerequisite: Mathematics 106 or equivalent.

250. Group Study in Administration and Management: Internships.

Students will have field placements in some aspect of the administration and management of an organization. The particulars of each field placement will be negotiated by the student and her field sponsor. Participants will meet as a group throughout the placement period for discussions with one another and with faculty. Each student will keep a journal and write a final report regarding the organization. Prerequisite: Administration and Management 101, Administration and Management 201, and permission of instructors.

302. Values in Contemporary Organizations.

In this course students will develop the skills for identifying value issues and conflicts which are encountered by modern organizations, especially those issues that arise in relations between the organization and its employees, and the organization and society. The students will analyze the elements of value issues, formulate personal positions, and critically examine their own values. Format of the course will be the seminar. Readings from major interdisciplinary and social science writers will include articles, books, and cases about historical trends in economic conditions, technological developments, theories of human nature, the meaning of work, and notions of ethics and morality. Prerequisites: Administration and Management 101 and 201.

304. Non-Profit and Volunteer Systems.

This course offers an understanding of the non-profit organization, of its frequent utilization of volunteerism. Organizational theory applied to the non-profit sector will be explored. Organizational structures and management styles which are appropriate for the non-profit organization will be

presented. The nature of volunteerism and issues of volunteer motivation will be discussed. Case studies and guest speakers will be utilized to examine particular types of non-profit organizations. Examples to be used include educational, health care, artistic and cultural, charity, and professional organizations. Prerequisites: Administration and Management 101 and 201.

306. Marketing.

This course will explain the marketing function which profit, non-profit, and volunteer organizations need in order to sell a product or service, or to interest potential clients, members or investors. Case studies will provide the vehicle for using research and statistical analysis to determine markets and to forecast effectiveness of marketing plans. Issues of ethics, legal regulations and the media will also be explored. Prerequisites: Administration and Management 101 and 201.

322. Methods of Organizational Research.

An introduction to the logic of disciplined inquiry, research design, methods of data collection, and the logic of data analysis used in organizational research. Topics to be covered include exploratory, descriptive, experimental, and evaluation research designs plus techniques in focused and standardized interviewing and questionnaire construction. Through reading and discussing management journals, students will also develop the ability to evaluate and assess published research reports. Prerequisites: Administration and Management 101, 201, and 202 and permission of the instructor.

351. Special Topics.

This course reviews the latest developments and technology in the emerging field of human resources management. Readings and case studies are used to assess and evaluate alternative approaches in the areas of staffing, training and development, organization development, performance appraisal, compensation, benefits, labor relations and collective bargaining. The overall emphasis of the course is to understand these elements of human resources management within an integrated systems approach. Prerequisites: A&M 101, 201, 202 or permission of the instructor.

500, 501, 502. Independent Study.**603, 604. Tutorial.**

Major Requirements in Studio Art:

Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The required 100-level courses are prerequisites for most other studio courses, and should be taken before the junior year. Of the remaining six courses, at least one must be in a two-dimensional area and one in a three-dimensional area. Studio sessions normally occur twice a week for three hours each meeting. Students are expected to engage in two hours of independent work for every class hour. Except where indicated, students are expected to supply all materials (see page 15, Applied art fee). Submission of a satisfactory portfolio will be requisite for acceptance into the major program.

Major Requirements in Art History:

Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The student must complete at least one seminar in art history. At least one course at the 200 or 300 level is required in three of the following areas: Ancient, Medieval, Renaissance, Baroque, Modern, and non-Western. Students intending to pursue graduate study in art history are reminded that a reading knowledge of French and/or German is normally required upon entering a graduate program. Courses outside the department, in history, literature, and philosophy of art, are strongly recommended.

100-level courses constitute an introduction to the field, and are designed for freshmen and other students with little or no academic experience in the visual arts.

Studio Courses

101, 102. Drawing.

Through various drawing media, the course examines the practice and principles of creating and understanding a work of visual art. Perception, means of visual communication, and composition are stressed.

104. Painting.

The application of color as structure, illusion, and expression through the use of acrylics. Prerequisites: Art 101 or 102, or permission of instructor.

105. Printmaking I.

An introduction to the techniques and aesthetics of graphic media, including drypoint, engraving, mezzo tint, etching, and aquatint. Applied art fee.

106. Printmaking II.

An exploration of the expressive possibilities of graphic media. Historical methods of printmaking will be introduced. Prerequisite: Art 105 or permission of instructor. Applied art fee.

113. Fundamentals of Sculpture.

A study of form and space through experimentation in clay, plaster, wood, and metal. Applied art fee.

114. Life Modelling.

A study of the figure as a basis for sculptural expression and design. Prerequisite: Art 113 or permission of instructor. Applied art fee.

117. Introduction to Ceramics.

Techniques of hand-building, throwing, and glazing will be included. Applied art fee.

120. Sand Casting.

Through a series of problems using sand on the Florida Keys as mold material, plaster casts will be made to study the relief form in sculpture. Smaller castings will lead up to a large sand cast mural orchestrated by the instructor. The techniques of multi-sectioned reliefs will be taught. No prerequisites.

130. Salt Kiln Building & Firing.

Both technical and aesthetic aspects of the salt firing process. Draft and BTU considerations in kiln design. Also appropriate form designs suitable to salt firings.

145. Practice and Principles of Design I.

An introduction to the problems and use of two-dimensional design. Subjects will include pattern, balance, scale, movement, rhythm, proportion, and relationships of figure to ground, using various media.

146. Practice and Principles of Design II.

A continuation of Design I with emphasis on more advanced problems. Prerequisite: Art 145 or permission of instructor.

192. Basic Photography.

A study of the black-and-white photograph; study of an experience with exposure and developing of photographic film and paper; study and practice in the photograph as documentation, representation, and expression. Prerequisite: Permission of the instructor.

193. Visual Studies.

The course aims to acquaint the student with the vocabulary of visual communication, to sensitize her to the element of design, and to alert her to the possibilities and limits of illustrating, documenting, and conveying her ideas through visual media. Class meetings will include discussions of shared readings, analysis of graphic and photographic designs, and criticism of student solutions to assigned design problems.

201, 202. Intermediate Drawing.

Prerequisite: Art 101 or 102, or permission of instructor.

203, 204. Intermediate Painting.

Prerequisite: Art 104 or permission of instructor.

207. Figure Drawing.

The practice of drawing from the model for the purpose of developing an understanding of the human form. Prerequisite: Art 101 or 102, or permission of instructor.

210. Raku Workshop.

An intense study of the Raku process. Proceedings from the clay form to the iridescence of the finished product, in this highly unique kind of firing. Other unusual clay and glaze techniques will be explored in conjunction with Raku. Prerequisite: Art 117 or permission of instructor.

211. Watercolor.

An exploration of transparent watercolor and its unique characteristics as a painting medium. Prerequisites: Art 101 or 102, or permission of instructor.

212. Sculpture: Carving.

The subtractive techniques of carving solid materials such as wood, stone, plaster. The use of hand tools and power equipment will be taught. Prerequisite: Art 113 or permission of instructor.

214. Sculpture: Metal.

Fabrication of metal sculpture through welding, brazing, and soldering will be explored. Prerequisite: Art 113 or permission of instructor.

216. Sculpture: Casting Techniques.

The techniques and aesthetic possibilities of non-ferrous metal casting will be explored in a workshop atmosphere. Prerequisite: Art 113 or permission of instructor.

218. Intermediate Ceramics.

A refinement of basic skills will be emphasized. Prerequisite: Art 117 or permission of instructor.

301, 302. Advanced Drawing.

Prerequisite: Art 201 or 202 or permission of instructor.

303, 304. Advanced Painting.

Prerequisite: Art 203 or 204 or permission of the instructor.

313, 314. Advanced Sculpture.

Prerequisite: Permission of instructor. Applied art fee.

501, 500, 502. Independent Study.**603-604. Tutorial.****Art History Courses****133. Survey of Western Art I.**

An introduction to the history of art and architecture in Western civilization, covering the visual arts from their beginnings in pre-history through the medieval period in Europe.

134. Survey of Western Art II.

An introduction to the history of the visual arts in Western civilization from the Renaissance to modern times.

230. Art History Field Trip.

An extensive tour during Interim of major sites and museums in a culturally significant area of Europe (e.g., Rome and Florence, Greece). In consultation with the instructor during the fall term, each student will choose, assemble a bibliography, and prepare a report on an important work to be presented on the site.

245. Ancient Art.

A survey of the art of the major ancient civilizations of the Mediterranean world up to the fall of Rome. Prerequisite: Art 133 or 134, or permission of instructor.

247. Medieval Art.

A survey of European art from the Early Christian through the Gothic periods.

251. Early Renaissance Art.

A survey of the art and architecture of western Europe during the 14th and 15th centuries, with special attention to the rise of humanistic values in Italy.

252. High and Late Renaissance Art.

A survey of the art and architecture of western Europe in the 16th century, stressing the grand vision of the High Renaissance and its complex aftermath, including courtly Mannerism, Venetian sensualism, and the impact of the Reformation.

253. Baroque and Rococo Art.

A survey in depth of the various styles and aims of European art from 1600 to 1780. Prerequisite: Art 133 or 134, or permission of instructor.

256. Modern Architecture.

Lectures and discussions analyze and compare architectural styles and functions in the 20th century. Special attention is given to opposing theoretical positions, from the Bauhaus to "pop." Prerequisite: Art 134 or permission of instructor.

258. Twentieth Century Art.

A survey in depth of the major movements in the art of Europe and America since the end of the 19th century.

330, 340, 350. Seminar in Art History.

501, 500, 502. Independent Study.

603-604. Tutorial.

Major Requirements:

For a B.A. or B.S. degree the following are required: Biology 143, 144, 224, 241, 349, 603-604, one lecture-laboratory course in introductory chemistry, and one lecture-laboratory course in organic chemistry. Electives must include biology courses numbered 200 and above. Biology 143 and 144 may be exempted on the basis of Advanced Placement or satisfactory performance on the exemption examination.

For the B.A. degree, 13 units are required. A minimum of one course unit must be taken from two of the three areas (I, II, III). The areas are as follows: Area I: Bio 221, 223, 301, 307, Chem 338, Psy 241; Area II: 201, 203, 204, 258; Area III: 216, 227, 248, 340. Courses numbered above 200 without an area designation also count toward the major.

For the B.S. degree, 17 course units are required. A minimum of one course unit from each of the three areas (I, II, III) must be taken and three additional course units in mathematics, chemistry, or physics. A year of organic chemistry, physics, and calculus is strongly recommended.

Minor Requirements:

7.5 course units in biology which satisfy the following requirements: 2 units of general biology, 1.5 units of animal science, 1.5 units of genetics, 1.5 units of botanical science, and 1 unit of elective which must be approved by the Biology Department. Chemistry is not required for the minor, but the Biology Department strongly recommends that at least 1 unit of chemistry be completed.

Non-Major Course Offerings:

Courses numbered in the 100s may be taken by any student and no prerequisites are required. Exclusive of General Biology (143-144), these courses will not count towards the major in biology. The courses in the 100 series are: Biology 123, Nutrition; Biology 124, Food: Production, Politics and People; Biology 141, Evolution; and Biology 153, Human Genetics.

123. Nutrition.

An introduction to the science of nutrition. Consideration will be given to the nutrients—their composition, functions, metabolism, and sources; food handling and storage; meal preparation and planning; special nutritional needs

throughout the life cycle. Integrated with this basic information will be special topics pertaining to diets, organic foods, preservatives, pesticides, feeding the world's population and related concerns.

124. Food: Production, Politics and People.

An examination of the problems and progress in the general area of world food production. Topics to be examined will include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food.

141. Evolution.

The historical aspects of organic evolution will be studied, but major emphasis will be placed upon the modern genetic theory of evolution as a continuing process. A portion of the course will deal specifically with the biological and philosophical aspects of human evolution. This course is designed for students without previous science courses, but a scientific approach to the subject will be taken. Use will be made of films and museum trips.

143, 144. General Biology.

A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week.

153. Human Genetics.

An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the student's general education in these matters, and although certain aspects of genetics will be considered in some detail, the course is not designed as a substitute for the basic course in genetics.

201. Invertebrate Zoology.

A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

203. Comparative Chordate Anatomy.

A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

204. Comparative and Experimental Embryology.

A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

212. Introduction to Gerontology.

A multidisciplinary survey of the phenomenon of aging in animals with special reference to humans. Biological theories of aging will be discussed and related to physical, psychological, social, and economic consequences and implications. Current trends in gerontological research will be studied and related to problems confronting the elderly in our population. Prerequisites: Biology 143-144 or Introduction to Sociology or General Psychology.

216. Freshwater Biology.

The functioning of standing and running freshwater ecosystems will be examined with emphasis on the productivity, energy and nutrient flow, chemical and physical parameters, and the flora and fauna of such habitats. The management, maintenance, preservation, and pollution of these systems will also be considered. ½ unit credit. Prerequisites: Biology 143, 144.

219. Immunology.

A study of the basic principles of immunology including evolution, development and functions of the immune systems, and applications such as allergy, autoimmune diseases, transplants, and tumor immunology. ½ unit. Prerequisites: Biology 143, 144.

221. General Microbiology.

The study of fundamental characteristics of bacteria and related microorganisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Chemistry 101 or 103 and Biology 143, 144.

222. The Biology of Disease.

Lectures, demonstration, and projects illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional, environmental and inherited diseases of man and animals. Considerations involved in immunity, diagnosis, chemotherapy, and public health. Prerequisite: Biology 143, 144.

223. Plant Physiology.

The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144

224. Botany.

The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

226. Industrial and Applied Microbiology.

A study of microorganisms as they are used and controlled for commercial purposes. Topics discussed include industrial fermentations, microbiological assays, quality control of foods, and the microbiological problems involved in water, sewage and soils. Prerequisite: Biology 143, 144, and Biology 221.

227. Water Pollution.

Readings and discussions of some of the biological, social, economic, and political problems associated with water pollution. Also, expert speakers from industry, the press, state and federal agencies, and academia will be invited to participate. Field trips will be part of the course. One three-hour meeting per week plus one hour of scheduled discussion. Prerequisite: Biology 143, 144 or permission of the instructor.

241. Genetics.

A study of the principles of inheritance in plants and animals. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

248. Ecology.

A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

258. Histology.

A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

290. Introduction to Instrumental Analysis.

This course is designed to provide an introduction to

instrumental analysis for students other than chemistry majors. Theory and operation of analytical instruments such as liquid scintillation counter, gas chromatography, UV-visible and atomic absorption spectrophotometers will be covered. Emphasis will be on laboratory work with the instruments.

301. Animal Physiology.

A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

307. Endocrinology.

A survey of the structure and functions of vertebrate endocrine glands will be made, with major emphasis on the physiological processes controlled by hormones. 1 unit. Prerequisite: Biology 143, 144

320. Histotechnology.

Basic microhistological and advanced histochemical techniques will be taught. Students will prepare an extensive slide collection, and have the opportunity to visit histological laboratories in pathology departments at several city hospitals. Prerequisites: Biology 143, 144, Chemistry 101 or 103, Chemistry 205, 206.

340. Marine Biology.

A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held at the Pigeon Key Biological Field Station of the University of Miami, Miami, Florida. Prerequisite: Biology 143, 144 and Biology 201.

349. Seminar.

Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. Prerequisites: Biology 143, 144.

354. Special Topics.

Current and classical experiments in animal and plant development will be covered in a seminar format. The regulation of gene expression and cellular differentiation will be studied with examples from experiments in cloning, regeneration and cancer research. 1 course unit. Prerequisite: Biology 204.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Chemistry

Major Requirements:

B.S. Degree: 14½ course units, including the tutorial.

Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 431, 441, 603, and 604. Required laboratories: 114, 215, 216, and 318.

B.A. Degree: 11½ course units, including the tutorial.

Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 431, 603, and 604. Required laboratories: 114, 215, and 318.

Interdepartmental Major Requirements:

Chemistry 101 or 103, 104, 114, 205, 206, 215, 311, and 312.

The following courses (or their equivalents) from other departments are prerequisites to some of the required courses in chemistry: Mathematics 101 and 102; Mathematics 251 and 252 (Physics I and II). Additional courses in mathematics are recommended. A reading knowledge of a foreign language is strongly advised. German and Russian are the most useful. It is recommended that students considering majoring in chemistry begin the chemistry sequence in their freshman year.

Minor Requirements:

Chemistry 101 or 103, 104, 114, 205, 206, 215, 311, and 1½ course units to be selected from the following courses: 216, 312, 318, 322, 338.

101. Chemistry.

Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three lectures, one discussion session, and a three-hour laboratory weekly.

102. Chemistry for Art and Archaeology.

A first chemistry course for students with established majors in art or anthropology. Principles of chemistry and the materials sciences, with emphasis on metals, ceramics, pigments, glasses, and other colored materials. Not intended for major credit in chemistry; not intended for freshmen or as a parallel to a first art or archaeology course. Prerequisites: Course work in art or archaeology.

103. Structural Chemistry.

An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly.

104. Elementary Analytical Chemistry.

Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electrochemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 101 or 103; Corequisite: Chemistry 114.

114. Quantitative Analysis Laboratory.

Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Corequisite: Chemistry 104. ½ course.

205. Organic Chemistry.

Development of the structural theory of organic compounds. Relationship of structure to reactivity; stereochemistry; types of organic reactive intermediates; and the chemistry of alkanes, alkenes and aromatic compounds will be covered. Prerequisite: Chemistry 101 or 103. Corequisite: Chemistry 215.

206. Organic Chemistry.

Discussion of organic functional groups and their chemistry. Spectroscopy, mechanisms and synthetic-type reactions included. A discussion of biologically important compounds will cover the last third of the term. Prerequisite: Chemistry 205 and Chemistry 215.

215. Elementary Organic Laboratory.

Basic manipulative skills including introduction to several chromatographic techniques are followed by chemistry of alkenes and aromatic compounds.

216. Organic Chemistry Laboratory.

Chemistry of organic functional groups. Identification of unknowns and a multi-step synthesis.

236. Industrial Chemistry Seminar.

An overview of commercially important products with stress on the research and development process. Case studies are used to illustrate how the concepts and tools acquired in academic courses are utilized in the industrial development process. Three lectures weekly.

301. Seminar in Current Research Methodology.

Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. ½ course.

311. Physical Chemistry.

Descriptions of physiochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisite: Chemistry 104, 205, and 215, one year of calculus and one year of college physics. 1½ courses.

312. Physical Chemistry.

Electrochemistry, kinetic theory, and chemical kinetics. Three lectures weekly. Prerequisite: Chemistry 311

318. Advanced Instrumental Chemistry.

Laboratory projects in physical and analytical chemistry using spectrometric, electrochemical, x-ray diffraction, and separation science techniques will be selected to meet the program requirements of the student. One lecture weekly with laboratory hours adjusted according to desired credit. 1 or ½ course units. Prerequisite: Chemistry 311.

322. Topics in Analytical Chemistry.

Theory of electrical, optical, chromatographic and electromagnetic methods of analysis. Two lectures a week. Prerequisite: Chemistry 311. Corequisite: Chemistry 318. ½ course.

328. Structure of Biomolecules.

The structure and chemistry of biologically important molecules is developed. The course will sequentially cover monosaccharides (simple sugars), disaccharides, polysaccharides, amino acids, peptides, proteins, nucleic acids and lipids. ½ unit. Prerequisite: Chemistry 206.

338. Biochemistry.

Study of the chemistry and metabolism of biological compounds. Three lectures and three hours of laboratory weekly. 1½ course units. Prerequisite: Chemistry 206 and 328.

431. Advanced Inorganic Chemistry.

Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes of inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312.

441. Organic Analysis.

Systematic study of identification of pure organic compounds, involving a review of organic reactions and their application as tests for the presence of various functional groups. Instrumental methods are included. Three lectures and six hours of laboratory per week. Prerequisite: Chemistry 206, 216, and 311. 1½ courses.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Communication

The Communication Department provides an interdisciplinary approach to the study of communication systems. It provides students with a theoretical approach to the analysis of messages in all the media of human expression. Students will develop their abilities to write and speak effectively. It also provides students with the opportunity to experience the reality of on-the-job media work through the College Internship Program.

Major Requirements:

19 courses, including 14 core courses: 101, 102, 192, 195, 301, English 103, Psychology 102, Drama 192, Philosophy 119 and 155, Information Science 103, one approved internship and the tutorial. In addition, students must successfully complete the intermediate level in a foreign language. Five additional courses in an emphasis area are required of each major.

Students selecting an emphasis in journalism, publishing, advertising and public relations are required to take: 202, 203, 220, 222 and one other communication course at the 200 level or above.

Students selecting an emphasis in media production are required to take: Art 145, Communication 205, 292, 303 and 353.

Students selecting an emphasis in Communication Research and Theory are required to take: 201, 303, Political Science 211 and 212 and Information Science 202.

Students selecting an area of emphasis are not excluded from courses in other areas of emphasis.

Interdepartmental Major Requirements:

Eight courses including 101, 102, 192, 195, 301, English 103 and two approved Communication courses at the 200 level or above. While not included in the required eight courses, students must complete an approved communication internship and the tutorial must integrate the two disciplines combined in the interdepartmental major. Such a combined major must be approved by both departments and supported by a letter from a full-time faculty member who will advise and direct the student's coursework and the tutorial.

Minor Requirements:

Seven courses in Communication including: 101, 102, English 103 and four approved communication courses at the 200 level or above.

Core Courses:

101. Introduction to Communication.

A course designed to introduce students to all areas of human communication. Beginning with an overview of the field, the course critically surveys the research done in intrapersonal, interpersonal, small group, and mass communication. This includes an analysis of both verbal and nonverbal behavior.

102. Mass Communication.

A critical study of the growth, functions and effects of the media on mass communication. Major emphasis is placed on the information systems which have developed in contemporary society, including the print media, photography, film and the electronic media. Prerequisite: 101 or permission of the instructor.

192. Photo I.

This course is designed to introduce students to the basic techniques of exposure and development in black-and-white photography. Emphasis is on technical as well as aesthetic characteristics. The photograph will be studied as a medium for documentation, representation, and expression. Limited enrollment. See Program Director for registration. Prerequisite: Permission of Program Director. Photography laboratory fee.

195. Media Production.

An examination of the process and products of visual media software and their uses. Emphasis is on illustration, paste-ups, preservation, coloring, lettering, photography and duplication of visual materials. Term projects include transparencies, slides, mounting, lamination, introduction to process camera, photosketching, grid drawings, and mounting for display. Photography laboratory fee.

200. Equipment Utilization and Media Resources.

An introduction to the media hardware used for projected and audio presentations. Emphasis is on using various film projectors; audio taping and sound mixing; overhead and sound/synch slide systems. Students will use portable and studio video equipment. Additional emphasis will be placed on designing resource centers. Prerequisite: Communication 195 and permission of the instructor.

201. Communication Systems and Theories.

A critical study of the major contemporary theories of communication developed within the fields of communication, rhetoric, and related disciplines. Beginning with an analysis of the goals of theory construction in the natural and social sciences, students will explore alternative systems in specific research contexts. This will enable students to apply these theoretical concepts to areas of their own interest. Prerequisite: Political Science 211 or permission of instructor.

202. News and Feature Writing.

A workshop course designed to introduce students to the basic journalistic techniques of the print media with special emphasis on the structure and preparation of news and feature articles. Students will learn how to research, document, and write articles suitable for newspaper publication. Prerequisites: English 103 or permission of the instructor.

203. Editing and Writing.

A workshop course designed to increase the student's ability to write factual articles. It introduces the student to the techniques of specialized reporting, interviewing, and editing. Students will write and edit articles throughout the term. Prerequisites: English 103, Communication 202, or permission of the instructor.

204. Organizational Communication.

A critical study of the communication networks in contemporary organizations. Students explore the internal and external communication patterns of organizations and analyze the effects of alternative communication styles on the functioning of the organization.

205. Television Production I.

This course is designed to acquaint the student with the theory and practice of small studio television production. Emphasis will be on studio design and nomenclature; production variables (i.e., lighting, camera, sound, graphics, special effects, editing, and scripting); and the implementation of studio programs. We will work with 1/2-inch black-and-white videotape. Due to equipment limitations, all production work will be studio oriented and all programs will be of a small studio nature.

220. Persuasion.

This course will explore rhetorical and experimental studies of persuasion. It will introduce the student to the research in the field and critically examine some of the techniques developed in "selling" products, politics, and culture. It will

also examine the ethical considerations relevant to these techniques. Prerequisites: Communication 101, 102, or permission of the instructor.

222. Advertising.

This course surveys the history, nature, function, practice and social and economic aspects of advertising; marketing, media, research, product analysis, creative strategies and agency operation. Students will prepare comprehensive advertising plan including marketing strategy and speculative advertising campaign. Prerequisites: Communication 195, 203.

234. Special Topics.

A course designed to study selected topics in communication. Content varies from year to year and includes such topics as, Communication Law, Investigative Journalism, Specialized Roles in the Media, Women's Speech, and Women and the Media. May be repeated for credit with different content.

292. Photography II.

This course is designed to acquaint students with several darkroom and photoprocessing methods. Special attention is given to working with various photo papers, exposure manipulation in printing processes, toning, intensification, filtration, studio lighting of products, and photo-finishing techniques. It also develops the student's aesthetic sense by emphasizing principles of composition. Prerequisite: Communication 192 or portfolio and permission of the instructor. Photography laboratory fee.

301. Research Seminar.

This course will consist of a critical analysis of selected issues in the field and will serve to synthesize the knowledge students have gained throughout their career. Students will develop their abilities to conduct research, present their ideas before others and to argue persuasively. Prerequisite: Permission of the instructor.

303. Emerging Communication Technologies.

This course is concerned with the newest forms of communication technologies such as cable TV and satellite communications systems. Policy options for future development in the communications field, and societal implications of an electronic culture are studied.

304. Intercultural Communication.

A systematic analysis of sociocultural and psycholinguistic factors which can impede effective communication between

cultures, subcultures, and ethnic and identity groups. Also examined are the subtleties and complexities of nonverbal codes in cross-cultural transactions. Advertising and television broadcasting, the role of communication in the transfer of technology and cross-cultural research issues are assessed in the context of international communication. Prerequisites: One introductory course either in Communication or Sociology/Anthropology.

353. Graphic Arts Production.

An in-depth study of photo-reproduction processes. Emphasis is on the use of the 35mm, 4x5, and process cameras for difficult copy, line copy, bas relief, halftone reproduction, title slide preparation, posterization, etch bleach, diazo conversion, metal platemaking and offset printing. Each student will present a bound book version of all projects as a portfolio for evaluation. Prerequisites: Communication 192 and 195. Photography laboratory fee.

355. The Language of Cinema.

This course is designed to develop the student's ability to analyze and interpret the pictorial theory and message in film. Specific emphasis is on film as a discursive medium of communication, with a critical analysis of optical effects, cutting, sounding, camera manipulation, and use of angles and sequencing. The class studies films ranging from shorts to full-length features.

500, 501, 502. Independent Study.

603-604. Tutorial.

Corollary Courses*:

These courses are drawn from departments throughout the college; the list changes from year to year as departmental offerings change. Courses are selected on the basis of their relevancy to the field of Communication. Students should choose these courses carefully in consultation with their adviser.

Administration and Management: 202: Managing Organizations; 306: Marketing.

Art: 101, 102: Drawing; 133, 134: Survey of Western Art I and II; 146: Practices and Principles of Design I; 256: Modern Architecture; 258: Twentieth Century Art.

Information Science: See Course Offerings.

Major Requirements:

11 drama courses, including Drama 101, 104, 103, and the tutorial.

Interdepartmental Major Requirements:

An interdepartmental major may be undertaken at the initiative of the student and with the agreement of appropriate faculty from the other department. In such a case the student should complete 8 courses in drama exclusive of the tutorial with 4 of the courses being at the 200 level or above. The tutorial must either integrate a substantial proportion of dramatic/theatrical material with the other subject or be itself a dramatic production.

Minor Requirements:

A student with a major in another department may choose to minor in drama. In such a case the student should take at least 6 courses in drama including Drama 101, 104 and Drama 103, unless exempted. Of the 6 courses required, 3 should be at the 200 level or above.

101. Theatre Workshop.

The workshop is a lively course in performance skills for the actor; it is designed to develop observation, relaxation, concentration, and creativity. Methods used will include improvisation, pantomime, object-exercises, and emotional and sensory recall. Technical work in voice and body awareness will be developed through vocal drills in articulation, breathing, and kinetics. Dramatic readings culminate the semester. 1/2 course unit.

103, 104. Theatre Craft.

A study of the fundamental crafts of theatre as expressions of the major styles of production. The first semester will emphasize the preparation and interpretation of ground plans as related to construction style and stage organization. The second will deal with the development of painting, lighting, and movement as interpretive functions. Students will participate in departmental productions.

105. Acting I.

Investigation and application of dynamic methods of projecting meaning on stage. Study concentrates on mime, interpretive stage movement, and improvisation.

106. Acting II.

An extension of training exercises into scenes, as well as consideration of selected methods of characterization. Application continues through improvisation but expands to include scenes and one-act plays. Prerequisite: Acting I.

107. Modern British Drama.

A study of plays from Pinero to Pinter.

108. American Drama.

A study of American plays from early Eugene O'Neill to the present. Plays will include works of Maxwell Anderson, Clifford Odets, Thornton Wilder, Lillian Hellman, Arthur Miller, Tennessee Williams, Edward Albee, and Paul Zindel.

130. Rehearsal and Production.

The work of the course is to produce a distinguished play under rehearsal conditions approximating those of the professional stage. In addition to the production there are lectures by faculty members outside the Drama Department on subjects suggested by the content of the play.

132. Theatre in England.

The class will be based in London and will attend as large a number of productions as the situation permits. Theatre going will be reinforced by talks with British theatre people, where possible, and by preparatory lectures and critiques. If arrangements can be made to attend productions outside London (Oxford, Bristol, Edinburgh, Paris), advantages will be taken.

191. Approach to Creative Dramatics.

A course designed for experimentation with the techniques used in non-scripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of these ideas through classroom experiments.

192. Speaking to Inform and Persuade.

A study of the selection of appropriate speech subjects, the gathering of relevant supporting materials, and the effective organization of those materials, with the aim of achieving a clear and responsible style of delivery.

201. Drama and Civilization.

Studies of great drama from the Greek classics to nineteenth-century realism. The plays will be considered as expressions of their cultures as well as examples of their playwright's accomplishments.

202. Modern European Drama.

Studies in drama from *Woyzeck* to *Marat/Sade*. Plays will be considered in relation to the theatrical and cultural condition in which they originated and the permanent ideas they express.

205. Playwriting.

A consideration of the special problems of writing for the stage. Student work will be sympathetically read and constructively criticized.

208. Contemporary Dramatic Expression.

An exploration of the newer trends in theatrical practice will be made. Consideration will be given to the acting, staging, and interpretive techniques required by contemporary styles in written and nondescriptive forms of dramatic production. Advantage will be taken of experimental Pittsburgh productions by attending and evaluating significant contemporary plays as well as a critical study of written and "scenic" style scripts. Students should budget up to \$10.00 for theatre tickets.

210. Dramatic Criticism.

Studies of the principal dramatic theories and the work of important contemporary critics, to be used as a basis for the student's own critical response to available theatre productions.

212. Theatre History.

A study through reading of period plays and other sources of the theatres, staging practices, and relationships between the play and its audience, from the Greek Threshing Circle to the Circle in the Square. A research project will be part of the work of the course.

303, 304. Directing.

The first semester is devoted to script analysis and principles of staging with emphasis on methods of revealing the meaning and insights of the playwright to the audience. Exercises that demonstrate the significance of stage position, movement, actor-relationship, line-reading, pace, and rhythm will be assigned. The second semester (optional for directing tutorial students) will be devoted to the direction of scenes and short plays for invited audiences. Prerequisite: Drama 103 and/or 105, 106.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Economics

Major Requirements:

Twelve courses including Economics 101, 102, 212, 211 or 216 and the tutorial. In addition, each student is required to take Math 110. Administration and Management 222, 223 and 306 may be taken for major credit.

Interdepartmental Major Requirements:

Eight courses including Economics 101, 102, 212, and 211 or 216 Administration and Management 222, 223, and 306 may not be counted when the interdepartmental major is with administration and management.

Minor Requirements:

A minor in economics will consist of at least six courses in economics. Administration and Management 222, 223, and 306 require permission of the Chairman of Economics Department to be included

101. The American Economic System: Macroeconomics.

The concepts of national income and output are analyzed and emphasis is placed on factors which influence the level of economic activity, unemployment and inflation, including fiscal and monetary policy and the role of international economics. No prerequisite.

102. The American Economic System: Microeconomics.

The role of the consumer and producer is studied in the context of the functioning of the price system in different market structures. Emphasis is placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. No prerequisite.

211. Intermediate Macroeconomics.

Application of the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Problems of unemployment and inflation, the Keynesian system and monetarism are considered in depth. Prerequisite: Economics 102 and 104

212. Intermediate Microeconomics.

An intermediate study of the allocation of resources and the distribution of income within various market structures. Insofar as possible, theoretical economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisite: Economics 102 and 104.

214. Public Finance.

An analysis of governmental revenue, expenditure and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisite: Economics 102 and 104.

216. Money and Banking.

The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisite: Economics 102 and 104

218. Labor Economics.

An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining, automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time and the economic effect of union and government labor policies. Prerequisite: Economics 102 and 104.

219. International Economics.

Introduction to international trade and finance; an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisite: Economics 102 and 104.

223. Industrial Organization and Public Policy.

This course analyzes the structure, conduct, and performance of American industry with an emphasis on the monopoly problem. It examines the ways in which industries become monopolized, the measurement of industrial concentration, and government policies to control monopolies, e.g. antitrust laws and regulatory commissions. Prerequisite: Economics 102 and 104.

231. Urban Economics.

A study of the evolution and function of cities as well as an analysis of the causes and symptoms of the urban predicament. Discussion of a host of topics concerning metropolitan areas, including economic development strategies, land use patterns, mass transit, poverty, housing, finance, education, and environmental quality. Prerequisites: Economics 102 and 104.

235. Corporate Finance.

Evaluation of investment and portfolio decisions from the viewpoint of the corporation. Working capital management, security analysis, investment theory as well as the concepts and techniques employed in the procurement of financial resources and their allocation to productive investments are analyzed. Selected current topics in the economics of financial markets will also be discussed. Prerequisites: Ecn 102 and A & M 222.

238. Econometrics.

This course provides an introduction to the theory and application of the estimation of economic relationships. The first half of the course is devoted to rigorously developing the statistical building blocks of econometrics. The second half encompasses an indepth survey of econometric methods and the problems of regression analysis. Prerequisites: Economics 102 and 104 and Math 110 or Political Science 212 or Psychology 109, 110.

240. Comparative Economic Systems.

This course concentrates on developing a methodology which allows the student to compare objectively one economic system with another. Several case studies of centrally planned and market economies are presented and structurally analyzed. The forces underlying systemic change are explored in a contemporary as well as historical context. Prerequisites: Economics 102 and 104.

321. Seminar on Economic Thought.

The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen, Marshall, and Keynes. Prerequisite: Economics 102, 104, and permission of instructor.

329. Seminar on Economic Development.

An examination of the economic and non-economic factors accounting for the economic growth and development of modern economically developed nations and less developed areas of the world. A review of the problems encountered in initiating and sustaining the process of economic development. Various theories of economic development and major policy issues will be discussed. Prerequisites: Economics 102, 104, and permission of the instructor.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Requirements for Recommendation for State Certification in Teaching:

Students are recommended for nursery-third or kindergarten-sixth or secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements for the baccalaureate degree. All education students are urged to take the National Teacher Examination during their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, Psychology 251, and Education 102, 222, 321, 322, 423. Secondary certification may be earned in biology, English, Spanish, French, German, mathematics, and comprehensive social studies. Students who are seeking recommendation for certification in secondary English education are required to take, in addition, English 141, 243 or 244, and Drama 192. The required professional program for early childhood education (N-3) includes Education 102, 201, 208, 211, 215, 322, 414. The required professional program for elementary education (K-6) includes Education 102, 201, 208, 212, 213, 322, and 413. Middle schools (grades 6, 7, 8) employ both elementary and secondary certified teachers. Students in either the elementary or secondary education program can acquire guided experiences in the middle school. Students in all programs must earn recommendation by the College for certification. All students are expected to participate in field experiences in public schools throughout the early childhood, elementary and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competence in teaching. Elective courses are offered to enrich the education sequence.

003. Freshman Seminar: Work and Leisure in History.

The seminar will investigate forms of work and leisure in the past and trace some of the changes and continuities in these basic human activities over the past two centuries. Selected themes and topics will be examined in both historical and contemporary contexts, for example, work

satisfaction, women's work roles, the growth of the work ethic, and perspectives on the purpose of leisure activities. Future prospects for work and leisure in a post-industrial society will be considered.

102. Seminar in Education.

Students examine the role of the teacher and the school in the past and in contemporary society. Selected educational issues and specific topics are analyzed, for example, the characteristics and needs of exceptional children, the role of technology in education, the responsibility of the school for values education, and school-community relations. A one-half day per week field experience in the Pittsburgh Public Schools is required. Not open to first-term freshmen.

191. Approach to Creative Dramatics.

A course designed for experimentation with the techniques used in nonscripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of the ideas through classroom experiments. (Enrollment limited to students not engaged in student teaching.)

201. The Expressive Arts in Education.

The course consists of experiences in art, music and children's literature designed to increase the student's repertoire of methods and materials used in teaching the expressive arts. Students will explore instructional processes and create original products. Emphasis is on the integration of the arts with total early childhood and elementary curricula. No field placement required. Prerequisite: Education 102.

208. Communication Skills in Education.

Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum, and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. A one-half day per week field experience is required. Prerequisite: Education 102.

210. Group Independent Study in Special Education.

Students will be placed in a variety of settings where they will have supervised field experiences in the education and management of exceptional children. Opportunities will be available to work with children with learning disabilities, the mentally retarded, emotionally disturbed, physically handicapped, gifted, blind, deaf and multiply-handicapped. The field experiences will be augmented by appropriate reading assignments, the maintenance of a journal, and group meetings for the purpose of surveying the field of special education. Prerequisite: Education 102.

211. Early Childhood Curriculum.

Students will engage in seminars, accompanied by field experiences in early childhood education, N-3. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, will be tested and evaluated through a variety of experiences including microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. A one-half day per week field experience is required. Prerequisites: Education 102, 208.

212. Elementary School Curriculum.

Students will engage in seminars, accompanied by experiences in the field, and will examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings will be tested and evaluated through a variety of experiences—microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. A one-half day per week field experience is required. Prerequisites: Education 102, 208.

213. The Elementary School Child.

Opportunity is provided for systematic study of the characteristics of the five- to twelve-year-old child, in terms of his intellectual, social and emotional growth and development.

Students gain experience in the administration, scoring and interpretation of a variety of tests and measurements, and learn how to construct their own informal assessment and evaluation instruments. Through readings, discussion and problem-solving activities, students gain competencies and explore alternative strategies for dealing with: classroom management and discipline, effective uses of time and space, meeting the needs of the exceptional child in the regular classroom, and the methods for evaluating and recording individual progress in the informal classroom. A one-half day per week field experience is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

215. The Young Child.

The course is structured with emphasis on child development from the pre-natal stages to age eight and includes knowledge of past and current research in the areas of physical, intellectual, social and emotional growth. Educational and social philosophy is stressed for the purpose of establishing objectives. Research and readings emphasize immediate and long range goals for programs nationally and internationally. In addition to classroom experience, students will gain competencies by observing infants and toddlers, participating in conferences with parents and planning programs for the entire age range, plus competency in the area of critical evaluation of tests and methods.

A one-half day per week field experience is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

222. Principles of Secondary Education.

The course focuses on the characteristics of the secondary school student and the structure and climate of the high school. Students examine the nature of adolescent development; the implications of the cognitive and affective characteristics of adolescents for selecting instructional

methods and designing curricular materials; and the structural features of typical secondary schools. A brief introduction to comparative education is provided through an investigation of secondary education in selected areas outside the United States. A one-half day per week field experience is required. Prerequisite: Education 102.

321. Teaching Methods for the Secondary and Adult Level.

Students investigate a range of teaching strategies and classroom management techniques in the contexts of their major fields of specialization. Individualized reading assignments in appropriate professional literature encourage students to develop familiarity with the most effective teaching approaches for their disciplines. Opportunities to practice teaching methods and behaviors are provided. Motivation, evaluation of student achievement, and individualization of instruction are considered. Each student designs a teaching unit as a final project. A one-half day per week field experience is required. Prerequisite: Education 102.

322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A one-half day per week field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. (See also Black Studies.)

413. Elementary Student Teaching.

Students plan sequential observations and teach at the elementary school level under the guidance of an experienced teacher and a faculty member of the Education Department. Self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: Permission of the Department Chairman. 2 course units.

414. Early Childhood Student Teaching.

Students plan sequential observations and teach at the early childhood level under the guidance of an experienced teacher and a faculty member of the Education Department. Self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: Permission of the Department Chairman. 2 course units.

423. Secondary Student Teaching.

Students plan sequential observation and teach on the secondary level under the guidance of an experienced teacher and a faculty member of the Education Department. Conferences with the supervising teacher, college supervisor, and faculty from the major department where appropriate, provide the student teacher with support and direction throughout the student teaching experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: Permission of the Department Chairman. 2 course units.

501, 500, 502. Independent Study.

603-604. Tutorial.

Major Requirements:

12 courses including the following: the tutorial; three courses in historical periods before 1900 (i.e., 210, 211, 213, 214, 216); Shakespeare; an upper-level course in expository writing (i.e., 103); and at least one 300-level seminar. English 102 does not count toward the major.

Interdepartmental Major Requirements:

8 courses exclusive of the tutorial, including English 103 (Expository Writing II), English 222 (Shakespeare Survey), three courses which cover materials in different historical periods before 1900, and three electives. *One of the courses taken should be on the 300 level.* The tutorial must consider a significant literary problem or question and demonstrate the relationship between English and the other subject in the major.

Minor Requirements:

6 courses including English 103 (Expository Writing II), English 222 (Shakespeare Survey), and at least two courses which cover materials in different historical periods before 1900.

005. Freshman Seminar: Authors, Audience, Work and Play.

The seminar will examine images of work and leisure within the historical context of nineteenth- and twentieth-century fiction. Through close readings of short works from several disciplines, the course will analyze the status of writers in society, the expectations of readers, and the value of imaginative literature in the modern world. Literature may be escapist, a form of recreation, yet the author's act of recreation may be—like the reader's—hard work as well as play.

102. Expository Writing I.

A practical course for students who need to improve their skills in grammar and usage, in digesting and arranging ideas, in marshalling suitable evidence, in illustrating a point, in composing distinct paragraphs, and in commanding various appropriate means of reaching an intended audience.

103. Expository Writing II.

A continuation of Expository Writing I, a practical course extending work with the structures of essay forms, prose

styles, skills in research, and verbal-visual presentations. (Designed for students who have completed Expository Writing I or who command the basic skills it covers.)

110. Literary Studies I: Content and Form.

Although the specific literary topic of the course changes from semester to semester, the aims remain the same: close reading; study of the elements of poetry, fiction, and drama, with emphasis upon the interrelationships of content and form; and introduction to critical approaches and to bibliographic methods and procedures culminating in the writing of a research paper. Open to freshmen and sophomores; recommended for all students contemplating an English major.

141. An Introduction to Descriptive Linguistics.

Descriptive linguistics aims to provide an understanding of language by analyzing language in its various uses. The course provides an introduction to the scientific study of language, analyzing and describing systems of sound, of syntax and of meaning. It deals primarily with contemporary American English, though data from other languages with different structures are also examined to provide perspective. Prerequisite: A basic knowledge of at least one other language, such as might be acquired by three or four years of study in high school or two in college or permission of the instructor.

184. Study of Black American Writers.

An analysis of works, significant in historical or literary terms, by major Black writers of the 19th and 20th centuries. The readings will reflect the works of outstanding Black writers in all genres: poetry, drama, autobiography, the novel, and the essay. (See also Black Studies.)

210. Early British Literature.

A study of major Anglo-Saxon and Medieval English literature in translation, including the epic, courtly romance, fable, allegory, and cycle drama.

211. Renaissance Literature.

A study of Elizabethan humanism, cosmology, and aesthetics with emphasis on the writings of Sidney, Spenser, Marlowe, Donne, Milton, and others.

213. Eighteenth-Century English Literature.

Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose and drama of the seventeenth and eighteenth centuries.

214. Nineteenth-Century English Literature.

A study of works representative of important cultural developments in England from romanticism to realism and the Art for Art's Sake movement. Keats, Browning, Fitz-Gerald, Dickens, E. Brontë, Hardy, Arnold, and Wilde.

215. Twentieth-Century Literature.

A study of major British and American writers from World War I to the present, including Eliot, Joyce, Woolf, Yeats, Faulkner, Stevens, and Bellow.

216. Major American Writers I.

A study of cultural and literary developments in America, culminating with the American Renaissance.

217. Major American Writers II.

A continuation of English 216, with emphasis on such figures as Whitman, Dickinson, Twain, James, Faulkner, and Frost.

221. Chaucer.

A close study in Middle English of the *Canterbury Tales*, *Troilus and Criseyde*, and the shorter poems, with attention to the form, content, language, and cultural background. Prerequisite: English 210 or permission of the instructor.

222. Shakespeare Survey.

A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art.

230. Eighteenth-Century English Novel.

A study of the antecedents of the novel and its development as a literary form in the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen.

231. Nineteenth-Century English Poets.

A study of the major works by the chief poets of the Romantic and Victorian eras.

232. Nineteenth-Century English Novel.

A study of major nineteenth century English novels both as art and as reflection of the Victorian age.

235. The Nature of Tragedy.

An exploration of tragedy as a literary mode, as an informing spirit, and as a philosophical problem. The course focuses on critical definitions of tragedy from Aristotle to the present and includes a study of representative Greek and Elizabethan tragedy, domestic tragedy, and tragic fiction.

236. The Nature of Comedy.

An exploration of comedy as a literary mode, as an informing spirit, and as a philosophical problem. The course will consider the practice of comedy in all literary genres and theories of comic composition. Among the writers discussed will be Aristophanes, Boccaccio, Cervantes, Shakespeare, Moliere, Wilde, and Shaw, as well as theoretical writings by such critics as Bergson, Aristotle, Langer, and Frye.

240. Classicism, Romanticism, and Realism.

A study of three major attitudes toward art and life through analysis of Greek drama and comparative European literature and painting of the eighteenth, nineteenth, and twentieth centuries.

243, 244. Imaginative Writing I, II.

A student in this course is expected to present a selection of her work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Reading concentrates on contemporary prose and verse. Fall Term will concentrate on the composition of prose fiction; the Spring Term will concentrate on the composition of poetry.

321. Milton and the Metaphysicals.

A study of the major works of Milton, Donne, and lesser-known metaphysical poets of seventeenth-century England.

338. Principles of Literary Criticism.

A course designed to extend critical abilities and to heighten appreciation of literature and of the art of criticism, by the study of literary theory and critical methods, and by the application of critical principles.

501, 500, 502. Independent Study.**603-604. Tutorial.**

A two-semester investigation of a significant literary problem.

History

Major Requirements:

12 courses including History 101-102, at least two courses in United States History, at least two courses in European History beyond History 101-102 and the tutorial. It is also required that students majoring in history take at least four history courses at the level of 200 or above exclusive of the tutorial.

Interdepartmental Major Requirements:

A minimum of eight history courses including History 101-102, plus a tutorial with some historical dimension. Four of these courses, excluding the tutorial, must be at the 200 level or above.

Minor Requirements:

A minimum of six history courses including History 101-102 or 151-152. Two of these courses must be at the 200 level or above.

Corollary Requirements:

Students majoring in history are required to take at least five courses in either one of two corollary tracks:

Humanities: These courses will include at least one course chosen from Art 133 or 134; at least one course chosen from Philosophy 223, 224, 225 or 226; and at least one course in the English Department at the level of 200 or above.

Social Relations: These courses will include Political Science 211 and at least one course each in economics, political science, psychology and sociology/anthropology.

Modification of this corollary track requirement may be made in the case of students who transfer into the college after the freshman year.

101. The History of Western Civilization to 1648.

The ethics and organization of European life from its Judaeo-Christian and Graeco-Roman roots up to the early modern period. The cultural heritage of Mediterranean Antiquity, the Christian and Islamic Middle Ages, the Renaissance, and the Reformation will be studied in conjunction with an examination of their political, social, and economic structures.

102. The History of Western Civilization Since 1600.

A survey of the various aspects of Europe's transformation from feudal agrarian and simple commercial life into advanced industrial capitalism, and from traditional hier-

archies to present forms of centralized bureaucratic government. The course will also examine the contributions of science, technology, and the arts.

109. Technology and Culture.

This course examines the multiple interactions of technology and culture from an historical perspective. Consideration of the origins and impact of such common artifacts as the book, the clock, the gun, the engine, the bomb and the computer will provide illustrations of this vital interaction. Other issues to be considered include modern attitudes towards technology, technology transfer, limitations of technology and human control over technology.

130. British Architecture and Related Social History.

The purpose of this course is to examine the evolution of British architecture from the earliest times until the present, and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter.

138. The Roles and Status of Women in Historical Perspective.

The status of women in America today is the product of several thousand years of accumulated attitudes and conditioning. This course traces the roots of many modern myths and assumptions unfavorable to women. Attitudes held toward women and by women are considered, including evidence of resistance to subordinate status.

150. Popular Culture and the Media, 1900-1950.

The course examines two areas of popular culture, pulp magazines and radio serials, during the first half of the twentieth century. Questions such as how these two media compare to other popular cultural forms, how they play upon the "psychology of continuity," and how they were received by contemporary audiences will be considered.

151. United States History, 1600-1865.

The course aims to establish a fundamental knowledge of United States history from the time of European incursion to the Civil War. The parameters and patterns of colonial life, the background and causes of the American Revolution, the establishment of the new nation, the nature of Jacksonian politics and society, and the sectional differences that resulted in the Civil War will be examined.

152. United States History Since the Civil War.

This course attempts to develop an understanding of the forces which have shaped modern America. Beginning with Reconstruction, the course moves on to an examination of the changes wrought by the social forces of industrialization, urbanization and immigration, and the responses to those changes as expressed by groups such as the Populists and the Progressives. This course will trace the origins of the general Welfare State and the United States as a world power. Readings will include a textbook and a set of primary documents.

153. Pittsburgh Social History and Architecture.

An examination of how Pittsburgh evolved from frontier town, to emporium of westward expansion, to manufacturing city, to modern metropolis. Particular focus upon how people lived (worked, played, shopped, traveled, etc.) within the city, and how the city became more liveable. Also emphasis upon topography and architecture—the setting for human activity

156. Women in United States History 1890-1945.

The course examines the place of women in U. S. life in the urban-industrial era; the manner in which women then perceived themselves; and the positions assigned them by a society experiencing great social change. Some of the topics to be considered include women and war, women as immigrants, working class women, women's education, and women as reformers. Readings will be drawn from primary materials such as travel accounts, College archives, and popular media. Students are required to develop evaluative and research skills.

159. Opposition to Wars from the American Revolution to Vietnam.

The study of war has largely been confined to military and diplomatic analysis. This course proposes an alternative approach of viewing war as a cultural/sociological phenomenon which can serve as an index of contemporary American values and institutions.

Adopting such an approach we will examine those who opposed U.S. participation in various wars: the Loyalists in the American Revolution, Thoreau and others who opposed the Mexican War, the anti-imperialists of the 1890's, the

pacifists and nationalists who decried World War I, the anti-interventionists of the 1940's, and the protest movement against American involvement in Vietnam.

161. Fifties, Sixties and Seventies: Post World War II America.

Concentrating on the last three decades, the course examines the reformulation of American goals, and alteration of American life in the post-World War II era. The Cold War, the Civil Rights Movement, Vietnam, ecology and the Women's Movement will be highlighted. Special attention will be paid to cultural developments such as television.

187. Afro-American History.

Survey of the saga of Afro-Americans from West Africa through slavery to emancipation in the United States. The course will examine some of the major political, social, and economic developments of the Black American in American civilization.

211. Medieval History.

A survey of western civilization from the fall of Rome to the High Middle Ages. The course will examine the origins and nature of feudal society in Europe, the process of urbanization, the rise of medieval thought, culture, and architecture. The course will also discuss the parallel significance of the rise of Islam and the legacy of Byzantine Europe.

212. The Renaissance and the Reformation.

An examination of the ways in which the traditions of Western Humanism, the development of a Renaissance style, and the secularization of politics and society contributed to the formative stages of the modern world. The course will then proceed to analyze the relationship between Renaissance thought and the Protestant Reformation with special emphasis on the issues of religion and politics.

216. The Age of Reason and Enlightenment.

A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course.

221. Europe in the Nineteenth Century.

After a brief overview of the Ancien Regime, the course examines the two great revolutions which reshaped European society and politics in the nineteenth century, the French Revolution and the Industrial Revolution. Topics to be considered will range from the impact of these revolutions on the daily lives of Europeans to the gradual transformation of the parameters of European thought and culture.

222. Europe in the Twentieth Century.

The impact of World War I upon Europe, the crisis of democracy and the rise of totalitarian ideologies in the inter-war period, and the decline of European influence in the world after the Second World War provide the focal points of the course. It will then explore the slow resurgence of Europe, prospects for European unity and revived European influence in international relations as a "third force."

223. Germany and the Rise of Hitler.

After surveying the formative traditions which influenced the evolution of modern Germany, the course explores the events leading to German unification in 1871, flaws in the political and socio-economic structure of the Second Reich, and the impact of World War I. The troubled Weimar Republic sets the stage for Hitler's rise to power, the destruction which he unleashed on European Jewry and the world at large, and the eventual re-division of Germany.

232. The Constitutional and Legal History of England.

This course focuses upon the medieval and early modern origins of English constitutional and legal institutions and practices prior to 1776. English experience and precedent provide the origins of American concepts of law and citizen rights under law, as well as our legal and governing institutions.

241. The History of Russia.

A study of the origins of the Russian state and nation, the rise of Muscovy, and the emergence and transformation of the Russian Empire to the end of the nineteenth century. In addition to a discussion of politics and society, the course will examine Russia's rich cultural, intellectual and literary heritage with an emphasis on the formation of a revolutionary intelligentsia.

242. History of the Soviet Union.

The course will examine the origins and significance of the Bolshevik revolution, the role of Stalin and his successors in the transformation of the Soviet state, the Cold War and "detente," the prospects for a nuclear arms limitation treaty, and the issues raised by the Russian dissidents.

253. Puritans in Old and New England: The Moral Athletes.

The Puritan faith is at the heart of Anglo-American experience in the early modern period. This course examines their beliefs and the dynamic impact of these beliefs upon their lives. Emphasis will be placed upon social history, with use of contemporary sources, biographies and literature.

254. History of the American Revolution, 1763-1787.

This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events.

255. The West: Myth and Reality.

Covering Indians, fur traders, miners, cattlemen, women, and foreign travelers, this course explores both the development of the American West and the mythology which surrounded that development. The course examines the role played by the frontier in shaping national character; differences between "East" and "West"; and the portrayal of the West in art, literature, and cinema.

256. The American Experience of the Second World War.

The course focuses upon the impact of World War II upon American life of the 1940's, the manner in which total war altered attitudes and modified institutions. Topics include the psychological ramifications of war and the economic repercussions of the war effort. Special attention is paid to women, family, children and marriage. In order to understand more fully the war as it was perceived at the time, readings will be confined to primary materials. In addition, students will examine how the war was portrayed in movies, radio, and comic strips.

257. American Cultural History: Puritans to Abolitionists.

This course traces the evolution of American culture from the Puritans to the Abolitionists. It focuses upon Puritanism, Quakerism, the evolution of a "revolutionary mentality," the Enlightenment, religious revivalism, Transcendentalism, and the reform movements of the Jacksonian period, especially abolitionism. The effort to develop a distinctive "American" culture will be highlighted.

258. American Cultural History: The Industrial Age to the Plastic Age.

The course focuses upon post-Civil War cultural developments including Black self-discovery, acculturation, Social Darwinism, the emerging "materialist ethic," feminine ideology, and the displacement of the genteel tradition by the mass media. The role played by social inequality, increased reliance upon institutions as cultural agents, and technology in the shaping of cultural attitudes will be analyzed.

259. America: The View from the Outside.

The course will examine American events from a non-American perspective. Its purpose is to puncture the "Americancentricity" of United States history, to broaden understanding of the American past by seeing it "from the outside," and to explore the feasibility of approaching national history from an international perspective. Readings will include travel accounts and studies of American repatriates.

272. Visions of Utopia.

This course examines some of the most famous works of utopian literature from the sixteenth century to the present in an attempt to discover how successive utopian visions critiqued and yet inevitably reflected contemporaneous political and social reality. Works by More, Bacon, Campanella, Cabet, and Bellamy will be considered as well as some of the classic dystopias produced by twentieth-century writers such as Zamiatin, Orwell, and Huxley.

501, 500, 502. Independent Study.

603-604. Tutorial.

Major Requirements:

12 courses in mathematics, including Mathematics 327, 341 and the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Vocational goals, plans for graduate study, or teacher certification requirements should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: e.g., logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

Placement in mathematics courses: Because of the sequential nature of mathematics and the dependence on prerequisite skills, initial placement in introductory courses is an important concern. The Mathematics Placement Examination is administered at the beginning of the fall term and by appointment at other times. Recommendations on placement are sent to the student and the student's adviser. The Mathematical Skills Program provides opportunity for development of mathematical skills prerequisite to enrollment in introductory courses in mathematics. Upon completion of the Mathematical Skills Program a notation is made on the student's transcript. After a student has completed the Mathematical Skills Program, satisfactory completion of the Mathematical Skills Achievement Examination is required for enrollment in introductory courses in mathematics.

Interdepartmental Major Requirements:

An interdepartmental major combining courses in mathematics with courses in another department or program is arranged by a student in consultation with the student's adviser and the chairs of the departments concerned. Normally an interdepartmental major involves satisfactory completion of eight courses in mathematics, eight courses in the second department, and a tutorial which integrates the subject matter of the two departments. The selection of courses depends on the goals of the student and the expectations of the departments being combined. The courses in

mathematics must include the sequence 101-102 and 221 or the sequence 107-108 and 221, as well as at least one 300-level course in mathematics. The proposed plan for an interdepartmental major is made formal in a memo signed by the student, the adviser, and the chairs of each department and filed with the Registrar.

Minor Requirements:

A minor in mathematics consists of six to eight courses in mathematics, including Mathematics 221. Courses in computer science, information science, or statistics may be included with permission of the department.

101. Elementary Calculus, Physics, Applications I.

Principles of measurement and data analysis. Coordinate systems. Formulation of mathematical models with examples drawn from physics, economics, biology, and psychology. Introduction to relations, functions, and vector calculus. Introduction to computer programming. Differentiation. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Two years of college preparatory mathematics and Mathematics 106 or equivalent.

102. Elementary Calculus, Physics, Applications II.

Development of Newtonian theory of motion. Application of differentiation, anti-differentiation, and integration to the solution of derivative equations and other problems arising in physics, economics, biology, and psychology. Selected topics in the history and philosophy of science and mathematics. Mathematics of growth and decline. Approximation techniques, Taylor polynomials. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 101 or equivalent.

104. Mathematics for Business and Society.

Essential elements of the sequence Mathematics 106, 107, 108 are integrated for students of business and economics. Concepts and techniques are considered for dealing with problems in finance, growth, rates of change, and relationships among variables. Basic skills of algebra and geometry are reviewed and applied to functions, graphs, matrix algebra, linear programming, problem solving, and an introduction to calculus.

105. Introduction to Modern Mathematics.

History and logical development of the real and complex number systems. Concepts of set theory. Geometric transformations. Introduction to the computer. Comparison and inequality, measurement and approximation. Equations and inequations, introduction to relations and functions. Coordinate geometry and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: Two years of college preparatory mathematics.

106. Numbers, Functions, and Graphs.

A link between secondary school mathematics and college-level calculus. Development of essential skills in geometry and algebra. Measurement and approximation. Coordinate systems. Relations and functions and their graphs. Introduction to the computer. Solution sets for equations and inequations. Analysis and solution of statement problems with applications to biology, chemistry, economics, management, and physics. Prerequisite: Two years of college preparatory mathematics and satisfactory demonstration of prerequisite skills on the Mathematics Placement Examination or the Mathematical Skills Achievement Examination.

107. Models, Calculus, and Decisions I.

Mathematics of finance. Matrices and their applications. Use of BASIC in solving some problems in finance and matrices. Linear programming. Functions. Linear and quadratic models, curve-fitting techniques, and their applications to economics and management. Exponential and logarithmic functions and their applications. Limits and continuity. Derivative and differential. Techniques of differentiation. Prerequisite: Mathematics 106 or equivalent.

108. Models, Calculus, and Decisions II.

Trigonometric functions and their derivatives. Application of derivatives to graphing functions and optimization. Anti-derivative and techniques of antidifferentiation. Definite integration and applications to economics and management. Prerequisite: Mathematics 107 or equivalent.

110. Elementary Statistics.

Statistical measures and distributions. Decision-making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: Two years of college preparatory mathematics.

115, 116. Problem Seminar.

Participants meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. ½ course.

130. The Use of Mathematics for Personal Finance Decisions.

A mathematical approach to the planning and management of personal finances. Topics will include mortgages, real estate, personal income tax, consumer credit, insurance, and investments (Knowledge of these topics will not be assumed.) The use of mathematics as an aid in the decision-making process will be emphasized.

160. Conceptual Foundations of Modern Astronomy.

Astronomy viewed as intellectual history. Development of astronomy to its contemporary state. Examination of evolution of astronomical concepts and views of the cosmos. Astronomy as exemplification of certain theories in the philosophy of science. Some contemporary astronomical concepts placed in historical and philosophical perspective.

212. Probability Theory and Applications.

Elements of probability theory, sample spaces, probability measures, probability functions, random variables, discrete and continuous distributions, regression analysis. Applications to statistical analysis and probabilistic models. Prerequisite: Mathematics 102 or 108 or equivalent.

217, 218. Mathematics Seminar.

A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. ½ course.

221. Linear Algebra.

Finite dimensional vector spaces; geometry of \mathbb{R}^n ; linear functions; systems of linear equations; theory of matrices and determinants. Prerequisite: Mathematics 102 or 108 or equivalent.

222. Intermediate Analysis.

An introduction to multivariate calculus using vector spaces; partial differentiation and multiple integration; calculus of vector functions; applications to extremum problems and differential equations. Prerequisite: Mathematics 221 or equivalent.

251. Physics I.

Integrated lecture and laboratory course directed both to formulation of concepts of modern physics and to development of increasing proficiency in scientific method and problem-solving skills. Emphasis both on developing mathematical tools and on the foundations of physics and the dependence of physical concepts on these foundations. Topics: Multidimensional particle kinematics and dynamics, linear and angular conservation laws, linear and rotational rigid body dynamics, and a brief introduction to thermodynamics and sound as time permits. Three lecture periods and one self-scheduled laboratory per week. Prerequisite: Mathematics 102 or 108, or equivalent.

252. Physics II.

Application of the mathematical and conceptual tools developed in Physics I to theories of gravitation, electricity, and magnetism. Atomic and nuclear theory as time permits. Three lecture periods and one self-scheduled laboratory per week. Prerequisite: Mathematics 251 or equivalent.

255. History and Philosophy of Mathematics.

Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 107 or equivalent.

261. Computer-Based Numerical Techniques and Mathematical Models.

Mathematical models of systems from the natural and social sciences. Numerical techniques for solution of mathematical equations or systems. Computer programming. Prerequisite: Mathematics 102 or 108 or equivalent.

327. Advanced Analysis I.

Foundations for abstract analysis, development of computational skills needed to treat many applications. Sequences, series, limits, continuity, differentiation, Riemann integration, differential equations, improper integrals. Prerequisite: Mathematics 222 or equivalent.

328. Advanced Analysis II.

Continuation of Mathematics 327: topology of \mathbb{R}^n , vector calculus, multiple integrals, line integrals, differential equations, introduction to functions of a complex variable. Prerequisite: Mathematics 327.

341. Abstract Algebra I.

Introduction to elements of modern abstract algebra including rings, groups, and fields. Prerequisite: Mathematics 221 or equivalent.

342. Abstract Algebra II.

Advanced treatment of linear algebra with application to geometry. Prerequisite: Mathematics 241.

501, 500, 502. Independent Study.**603-604. Tutorial.**

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

Major Requirements in French:

10 courses in French including the tutorial. French 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in French literature and/or civilization.

Major Requirements in German:

10 courses in German including the tutorial. German 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in German literature and/or civilization.

Major Requirements in Spanish:

10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in Spanish literature and/or civilization.

Interdepartmental Major Requirements:

8 course units in one language, at least six of which must be at the 200 level or above.

Minor Requirements:

Minors are available in German, French, Russian, and Spanish. The minimum requirements are six course units beyond the 100 level, at least two of which must be in literature courses in the appropriate language. A student may earn exemption from a maximum of two of the six units required by appropriate achievement on the proficiency examination administered when the student first enters Chatham. Minor language programs are normally designed in consultation with a member of the department.

French**001. Freshman Seminar: Feminism and Existentialism.**

A study of woman and of woman's situation according to the Paris school of existentialism. The course will comprise extensive study of the works of Simone de Beauvoir, including *The Second Sex* and *The Blood of Others*, an introduction to the philosophy of Jean-Paul Sartre, and readings and discussion from other feminist writings. Previous study of French not necessary. Given in English.

101. Elementary French I.

An introduction to understanding, speaking, reading and writing.

102. Elementary French II.

Continuation of French 101. Prerequisite: French 101 or departmental placement.

107. Introductory Reading Course in French.

For the student who has had no previous experience with French, who is not interested in the oral-aural aspects of the language but wishes to acquire a reading skill for use as a research tool, for general culture, for personal satisfaction and pleasure. An intensive course stressing basic grammar and vocabulary, sight and assigned translation, graded readings, word study, and use of the dictionary. May also serve the student whose grammar, vocabulary, and reading facility have grown stale through non-use.

111. Modern French Readings.

Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the nineteenth-century Romantics, Realists, Naturalists and of the leading authors and intellectual movements of the twentieth century. May not be substituted for Prose III. Prerequisite: French 204 or departmental placement.

127. French Literature in Translation: Evil and Madness in the Age of Reason.

A study of French works of the eighteenth century which show the fascination with evil deviants, the occult, and the irrational in a century renowned for enlightenment. Readings from Cazotte, Diderot, the Marquis de Sade, and Laclos, among others, will be included. Given in English. Not considered part of French major.

130. French Language and Culture.

The program entails travel to France or to a French-speaking country. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theatre productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account (following a pre-determined outline) of the student's observations and experiences will be submitted upon her

return to Chatham College, and it will be corrected and rewritten under the guidance of her French instructor. The program is especially recommended for a student's first experience abroad; the more experienced student may want to take advantage of a recognized established Interim program abroad. Prerequisite: Permission of the instructor. Pass/Fail.

140. Paris: The Study of a City.

A study of Paris as the ever-prevailing center of French culture and civilization: its role in French life and history; its growth and development; its political, economic, and artistic importance; city-planning and 20th-century urban problems; decentralization. Profiles of the city: its inhabitants, its geography, architecture, museums, schools, theatres, parks, restaurants; its municipal government, transportation, industries, commerce, tourism. Teaching materials: slides, brochures, maps, newspapers, illustrated books and magazines. Individual research explorations. May apply to French major and may replace French Civilization. Given in English. Students taking the course for major credit required to do outside readings and reports in French.

150. Cherchez la Femme.

An analysis of the myths and stereotypes characterizing and determining the various roles of women in French literature from the sixteenth to the nineteenth centuries. Selections from Molière, Stendhal, Flaubert, and Zola will be included. All readings and class sessions in English. This course is not considered part of the French major.

160. Simone de Beauvoir.

A study of France's most celebrated woman of letters: author of the feminist classic *The Second Sex*, co-originator with Jean-Paul Sartre of the major French school of existentialist philosophy, biographer, essayist, and Goncourt prize-winning novelist. All readings and class sessions in English. Not considered part of the French major.

191. The French Art Song.

A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Prerequisite: One year of French. Pass/Fail.

203. Intermediate French I.

A review of basic French grammar and an expansion of French vocabulary. Readings in aspects of French civilization. Practice in speaking and writing. Prerequisite: French 102 or departmental placement.

204. Intermediate French II.

A continuation of French 203. Prerequisite: French 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written French, emphasizing grammar and style. Translation from English texts and free composition. Prerequisite: French 204 or departmental placement.

207. Conversation.

Conversation, discussion, and debates on topics of timely interest, reinforced by short written resumes, stressing accuracy of expression and using a practical, up-to-date vocabulary. Prerequisite: French 204 or departmental placement.

208. Conversation.

Class discussion based on selected writings, accompanied by oral and written reports, may serve as introduction to advanced courses in French literature. Prerequisite: French 204 or departmental placement.

212. Prose I. Writers from 1500-1700.

A study of selected prose writings of the major literary figures of the 16th and 17th centuries, including novels, essays, letters, memoirs, and works of moral persuasion. Prerequisite: French 207, 208, or departmental placement.

213. Prose II. Writers from 1700-1850.

A study of selected prose writings of the major literary figures of the 18th and 19th centuries, including novels, *contes*, *lettres philosophiques* and dramatic theory. Prerequisite: French 207, 208, or departmental placement.

214. Prose III. Writers from 1850-1950.

An examination of the major literary movements of the mid-nineteenth and twentieth centuries, including representative novelists, short story writers, and theoreticians. Prerequisite: French 207, 208, or departmental placement.

215. Poetry I. Poetry from Villon to Baudelaire.

The history and development of French poetry from the Renaissance to the Romantic era. Prerequisite: French 207, 208, or departmental placement.

216. Poetry II. Poetry from Baudelaire to Apollinaire.

Detailed study of representative poems from *Les Fleurs du Mal*, the Parnassian and Symbolist poets, and early 20th century notables. Prerequisite: French 207, 208, or departmental placement.

217. Theatre I.**Theatre from the Middle Ages to 1700.**

The history and development of the French theatre from its beginnings to the end of the 17th century, with emphasis on selected plays of Corneille, Racine, and Molière. Prerequisite: French 207, 208, or departmental placement.

218. Theatre II.**Theatre from 1750-1950.**

A comprehensive study of the nineteenth century theatre and its transformation and development into the present-day "theatre of the absurd." Readings range from the revolutionary *Préface de Cromwell* and *Hernani* of Hugo through *Ubu Roi* of Jarry to a major representative work of Beckett and Ionesco. Other dramatists such as Musset, Becque, Giraudoux, Anouilh, Sartre, and Camus will be treated. Prerequisite: French 207, 208, or departmental placement.

219. French Civilization.

The cultural heritage of France: the interrelation of its customs, institutions, arts, and letters. Prerequisite: French 207 or departmental placement.

221. Seminar: Explication de Texte.

A study of the French method of literary analysis. Oral and written presentations based on prose and poetry selections from the sixteenth century to the present time. Recommended for majors. Prerequisite: French 208 or departmental placement.

222. Seminar: French Literary Criticism.

A study of major French authors as seen by French literary critics from Stendhal to the members of "la nouvelle critique" of the present day. Prerequisite: French 208 or departmental placement.

223. Seminar: Special Topics in French.

The investigation of important aspects of the French language not usually dealt with in literature courses, such as Old French, phonetics, prosody, etymology, slang, stylistics, problems of translation, technical French, "franglais," and other current phenomena. Prerequisite: French 207 or 208 or departmental placement.

225. Seminar: Montaigne, Diderot, Stendhal.

A comprehensive and detailed study of selected works of Montaigne, Diderot, and Stendhal against the historical and political background, with emphasis on their exploration of the self, their concepts of human nature, and their search for happiness.

501, 500, 502. Independent Study.**603-604. Tutorial.****German****001. Freshman Seminar: Language in Society.**

This seminar studies language as it permeates human affairs. Topics examined include regional and social diversity, the establishment and enforcement of standards, the relationship between language and thought, propaganda, slang and other jargon, and style.

101. Elementary German I.

An introduction to understanding, speaking, reading, and writing German. As part of a new language learning experiment, German 101 will meet for ten scheduled class hours weekly, in addition to two hours weekly in the language laboratory. No homework assignments or other outside preparation will be required.

102. Elementary German II.

Continuation of German 101. Prerequisite: German 101 or departmental placement.

203. Intermediate German I.

A review of basic German grammar and an expansion of German vocabulary. Readings in aspects of German civilization. Practice in speaking and writing. Prerequisite: German 102 or departmental placement.

204. Intermediate German II.

A continuation of German 203. Prerequisite: German 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 204 or departmental placement.

211, 212. Survey of German Literature.

An introduction to the development of German literature from the Old High German period to the present. 211: from the 9th to the 19th century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. 212: the 19th and 20th centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 204 or departmental placement.

215. German Civilization.

The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and letters. Prerequisite: German 204 or departmental placement.

245. The Classical Period.

An introduction to the historical and cultural context of German Classicism. Reading of representative works of Lessing, Goethe, Schiller and Hölderlin. Prerequisite: German 211 and 212, or departmental placement.

250. German Romanticism.

A study of the Romantic Movement in Germany with particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 211 and 212 or departmental placement.

255. Modern German Literature.

A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Böll. Prerequisite: German 211 and 212 or departmental placement.

320. Seminar.

Studies in particular areas of German literature, language, and culture. Prerequisite: Two courses beyond German 204 or departmental placement.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Russian

003. Freshman Seminar: The Role of Women in Russian Society Through Literature.

A comprehensive study of the role of women in Russian society through reading and analysis of the representative Russian literature. Works such as *Anna Karenina* and *Resurrection* by Tolstoi, *The Three Sisters* by Chekhov, and others will be studied in the context of "a woman's place" in the Russian society of the day. Students are not required to have or to develop a knowledge of the Russian language as the course, including the readings, is given in English.

101. Elementary Russian I.

An introduction to understanding, speaking, reading, and writing Russian.

102. Elementary Russian II.

Continuation of Russian I. Prerequisite: Russian 101 or departmental placement.

203. Intermediate Russian I.

A review of basic Russian grammar and an expansion of Russian vocabulary. Readings in aspects of Russian civilization. Practice in speaking and writing. Prerequisite: Russian 102 or departmental placement.

204. Intermediate Russian II.

A continuation of Russian 103. Prerequisite: Russian 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 204 or departmental placement.

207. Conversation.

An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 204 or departmental placement.

211, 212. Survey of Russian Literature.

An introduction to the literature of the nineteenth and twentieth centuries. 211: Pushkin through Chekhov, the Golden Age, the great realistic novelists, the short story. 212: Gorki through Yevtoushenko—fifty years of Soviet literature. Lectures and discussions of the texts and of the

social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 204 or departmental placement.

226. Russian Masterpieces in Translation.

Representative works of the great Russian writers of the twentieth century, including Chekhov, Pasternak, Solzhenitsyn, Gladkov, and prose writings of the Symbolist movement.

227. Dostoevsky in Translation.

A comprehensive study of Dostoevsky's works beginning with his first novel *The Poor Folk* and culminating in *The Brothers Karamazov*. The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment*, *The Idiot* and *The Possessed*.

228. Solzhenitsyn in Translation.

A study of Solzhenitsyn's major works against the historical and political background, beginning with *One Day in the Life of Ivan Denisovich*, and including *The First Circle*, *Cancer Ward*, and *Gulag Archipelago*.

229. Tolstoi in Translation.

A study of Tolstoi's works, beginning with his first novel, *Childhood*, and progressing to such masterpieces as *War and Peace* and *Anna Karenina*. Some of Tolstoi's philosophical and religious works will also be read and analyzed.

501, 500, 502. Independent Study.

Spanish

101. Elementary Spanish I.

An introduction to understanding, speaking, reading, and writing Spanish.

102. Elementary Spanish II.

Continuation of Spanish 101. Prerequisite: Spanish 101 or departmental placement.

130. Spanish in Mexico.

The program entails travel to Colima, Mexico, where the students will study the Spanish language and culture under the direction of their instructor, who will accompany the

group. Participants will be housed at the Hacienda El Cóbano and social contact with the people of El Cóbano and the city of Colima will be emphasized. Field trips to the University of Colima (The Museum of Anthropology and History) and to the beach at Manzanillo are included, in addition to other field trips which will be planned as opportunities and funds permit. Prerequisite: Permission of the instructor.

203. Intermediate Spanish I.

A review of basic Spanish grammar and an expansion of Spanish vocabulary. Readings in aspects of Spanish civilization. Practice in speaking and writing. Prerequisite: Spanish 102 or departmental placement.

204. Intermediate Spanish II.

A continuation of Spanish 203. Prerequisite: Spanish 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written Spanish, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Spanish 204 or departmental placement.

207, 208. Conversation.

An intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 204 or departmental placement.

209. Spanish Phonetics.

The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 204 or departmental placement.

211, 212. Introduction to Spanish Literature.

An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 204 or departmental placement.

215. Spanish Civilization.

The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 204 or departmental placement.

216. Spanish American Civilization.

The ethnic inheritance, culture, ecology, institutions, class structure, concepts of reality, and current problems in Spanish America. The influence of the Colonial period will be traced in various aspects of present day culture. Prerequisite: Spanish 204 or departmental placement.

217, 218. Spanish American Literature.

An introduction to the most significant literary works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism, and the contemporary period. Prerequisite: Spanish 212 or departmental placement.

241. Spanish Literature of the Golden Age: Drama.

The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 212 or departmental placement.

242. Spanish Literature of the Golden Age: Non-Dramatic.

Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 212 or departmental placement.

251. Spanish Literature of the Nineteenth Century.

A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 212 or departmental placement.

255. Spanish Literature of the Twentieth Century.

The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 212 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

Other Departmental Offerings

101. Elementary Italian I.

An introduction to understanding, speaking, reading, and writing Italian.

102. Elementary Italian II.

Continuation of Italian 101. Prerequisite: Italian 101 or departmental placement.

101, 102. Introduction to Latin.

An accelerated, comprehensive presentation of Latin grammar, syntax, and vocabulary, exemplified in excerpts from writers of the classical period. Latin elements in English stressed. Recommended for pre-med and pre-law students.

120. Comparative Languages.

An introduction to the linguistic formation of such languages as Latin, French, Spanish, German, and Esperanto. A minimal basic vocabulary common to all these languages and comparative grammatical structure will be studied, as well as contributions to and analogies with English. No previous foreign language experience required although some knowledge of any one foreign language would be helpful.

130. The Holocaust.

A study of the Holocaust—the murder of six million Jews by the Nazis—primarily from the perspective of imaginative literature. Emphasis on developing an understanding of the Holocaust as part of a historical continuum in which contemporary American forms of racism have their place.

141. An Introduction to Descriptive Linguistics.

Descriptive linguistics aims to provide an understanding of language by analyzing language in its various uses. The course provides an introduction to the scientific study of language, analyzing and describing systems of sound, of syntax and of meaning. It deals primarily with contemporary American English, though data from other languages with different structures are also examined to provide perspective. The study of linguistics is valuable to students of the behavioral sciences, and of languages and literatures, as well as to students preparing for elementary or secondary school teaching. Prerequisite: a basic knowledge of at least one other language, such as might be acquired by three or four years of study in high school or two in college, or departmental placement.

203. Intermediate Italian I.

A review of basic Italian grammar and an expansion of Italian vocabulary. Readings in aspects of Italian civilization. Practice in speaking and writing. Prerequisite: Italian 102 or departmental placement.

204. Intermediate Italian II.

A continuation of Italian 203. Prerequisite: Italian 203 or departmental placement.

Major Requirements:

14 courses, including the tutorial. Students majoring in music are required to take Music 101, 106, 231, 223, 224, 303; two electives to be selected from the following courses: 108, 112, 115, 121, 116; and four courses in applied music and the tutorial.

All majors in music must demonstrate keyboard ability no later than the end of the sophomore year. Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student. For students majoring in music, four course units of applied music may be taken in the junior and senior year without fees. (See page 15, Applied Music fee.)

Interdepartmental Major Requirements:

With the permission of the Music Department, the student wishing to engage in an interdepartmental major must design a tutorial related to the field of music as well as the area of the other department. Additionally, she would be required to fulfill the requirements for a minor in music.

Minor Requirements:

If prior musical experience can be demonstrated, a student with a major in another department may minor in music. With the permission of the Music Department, the student minoring in music should successfully complete four units in Applied Music in her junior and senior years, as well as Music 223-224 and two courses from the History & Literature of Music (108, 112, 115, 121, and 116).

Materials of Music

101. Harmony and Theory of Music.

A basic course in the theory of tonal music, covering scales, chords, rhythmic structure, and the elements of melodic design. Recorded examples will be drawn from simple folk songs and progress to more complex musical structures.

History and Literature of Music

001. Freshman Seminar: The Arts of Work and Leisure.

A general survey course which is one part of a three-part freshman seminar examining the history of work and leisure in America. While generally concerned with those historical and societal considerations attached to work and leisure, this course will use as examples the many musics of the

American people, from folk songs to jazz, from the music of the American Indians to our present-day music.

103. Introduction to Music Literature: The Vocal Forms.

This is a survey course of choral music, opera, and solo song from their earliest forms up to and including the recent forms of the twentieth century.

106. The Art of Music.

A basic course in the appreciation of music from the Baroque Period to the early twentieth century. Historical parallels between music and variously related arts, such as painting, architecture, literature, and drama will be investigated. Examples from both American and European music will be used throughout the course.

108. Instrumental Music.

This is a non-technical course which will deal with instrumental music of the Western tradition. Consideration will be given to its origins in song and dance as well as to the independent entities of later style periods. Selected media will be studied for an understanding of various concepts of music for instruments.

111. Music of the Renaissance.

A detailed look at the music of the Renaissance period, both vocal and instrumental, secular and sacred, with emphasis on stylistic features important to later periods of music.

112. Music in America.

The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture.

113. Baroque Masters: Bach and Handel.

A comprehensive view of representative and significant music of these composers and their stylistic contributions to the Baroque period

114. Viennese Classical Music.

Study of representative works by Haydn, Mozart, and Beethoven encompassing the significant features of eighteenth and early nineteenth century music.

115. Opera in the Nineteenth Century.

The course examines Italian, French, and German operas written by the major nineteenth-century opera composers, including Verdi, Gounod, and Wagner, among others.

116. The Solo Song.

An investigation of the musical literature written for the solo voice, beginning with a brief examination of appropriate works of the Middle Ages, Renaissance, and Baroque Period, and then concentrating on German lieder, French art song, and songs by various nationalist and twentieth-century composers.

118. Music of the Nineteenth Century.

A presentation of important orchestral and choral works of the Romantic period.

121. Non-Western Music: The Hunters.

Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups.

126. Pianos, Pianists and Piano Playing.

This course involves a survey of the history and literature of the pianoforte. It includes a study of the design of the instrument as it evolved into the modern hammerklavier and a summary of some of the musicians who defined the performance traditions related to it.

223, 224. History of Music.

The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term.

231. Writing on Music.

A course to introduce the student to the processes of music criticism through the study of current and historical examples of writing on and about music, its performance and its composition. Listening to music in many styles and periods, and transforming that experience into a verbal form will be emphasized.

303. Form and Analysis.

An intensive examination of music from a wide range of periods and styles. Consideration of relationships of harmony, instrumentation, and melody to the work's form, as well as how outstanding composers have or have not fulfilled the standard definitions of sonata, rondo, fugue, variation, and other forms. Prerequisite: Music 204 or equivalent.

Applied Music

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one hour lesson per week plus a minimum of eight hours practice per week. A ½ course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. Voice.

Sec. A ½ course. Sec. B 1 course.

133, 134. Piano.

Sec. A ½ course. Sec. B 1 course.

135, 136. Organ.

Sec. A ½ course. Sec. B 1 course.

137, 138. Violin.

Sec. A ½ course. Sec. B 1 course.

141, 142. Viola.

Sec. A ½ course. Sec. B 1 course.

143, 144. Orchestral Instruments.

Sec. A ½ course. Sec. B 1 course.

151, 152. Choir.

Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two-hour rehearsals per week. ½ course.

153, 154. Instrumental Ensemble.

Preparation and performance of chamber music for various ensembles. ½ course.

501, 500, 502. Independent Study.

603-604. Tutorial.

Major Requirements:

Twelve courses in philosophy including Introduction to Philosophy: Philosophical Issues (Philosophy 113), Logic (Philosophy 119), at least three courses in the History of Philosophy sequence, and the tutorial. It is expected that the tutorial will culminate in a long research or critical philosophical paper. Students planning to major in philosophy should take Introduction to Philosophy (113) and Logic before enrolling in other courses in philosophy.

Interdepartmental Major Requirements:

The department specifies only minimal requirements for the interdepartmental major, assuming that the interests and needs of those coming from the Sciences and Social Sciences may be quite different from the interests and needs of those coming from the Arts and Humanities. Consequently, an attempt is made to plan a program that is appropriate for the individual. The interdepartmental major must, however, take Introduction to Philosophy (113), Logic (119), at least two courses in the History of Philosophy sequence, and five other courses in philosophy.

Minor Requirements:

Introduction to Philosophy (Philosophy 113), Logic (Philosophy 119), two courses from the History of Philosophy sequence, and three other courses in philosophy.

Philosophy

011. Freshman Seminar: The Philosophy of Love.

An examination of the philosophies of love predominant in western thought. Topics discussed may include the nature of romantic love, the meaning of sex, the relationship between sex and love, the desirability of monogamy, the morality of adultery and promiscuity, and the role of woman in the love relationship.

100. Introduction to Critical Thinking.

This course is designed to improve reading, writing, speaking, and thinking through the recognition, evaluation, and construction of arguments. Students will learn the technique of refutation by logical analogy, become familiar with common informal fallacies, and practice formulating their own arguments. This is an elementary course intended primarily for students who need practice in critical thinking

before entering Logic (Philosophy 119) or advanced work in the social sciences and humanities. This course does not count toward the major in philosophy and is not a substitute for Philosophy 119.

113. Introduction to Philosophy: Philosophical Issues.

An introduction to philosophy primarily for freshmen. Readings, lectures and discussions focused on some of the perennial problems of philosophy. The course will examine such issues as the relation of mind and body, the nature of knowledge, freedom and determinism, the existence of God, immortality, and moral responsibility

119. Logic.

An introduction to the principles of deductive logic through training in the evaluative techniques of contemporary symbolic logic, including argument symbolization, proof construction, and truth tables.

130. Philosophy of Education.

A discussion oriented study of some of the normative questions and issues arising from philosophical reflection on education. For example: What is "education"? Is the aim or goal of education to teach skills, to communicate information, to "develop" the student, or to socialize the student? What role do value judgments play in theories of education, in teaching models, etc.? This course is open to any student who is interested in reflecting upon education.

141. Philosophy and Women's Issues.

An examination of classical and contemporary treatments of philosophical issues of particular relevance to women. Topics discussed may include equality, freedom, social roles, sexism, feminism, love, sex, marriage, family, work, education, and preferential treatment.

155. Issues in Social Ethics.

An introduction to the application of ethical thinking to social problems. Topics will vary annually but may include: biomedical issues (e.g., abortion, euthanasia), feminist issues (work, sexuality, family), business issues (profit motive, advertising), international issues (wealth distribution, population, war), and environmental issues (energy policy, animal rights).

171. Ethical Perspectives and the Meaning of Existence.

An examination of writings by several influential philosophers (for example, Job, Socrates, Augustine, Kant,

and Buber) who have attempted to interpret the perplexity and ambiguity of experience in moral terms in order to understand, perpetuate, and enhance a sense of the meaning and value of human existence.

200. Biomedical Ethics.

This course is concerned with the ethical issues which have arisen from recent biomedical innovations, or which may arise from future innovations. Topics will be chosen from among the following: new definitions of death and humanness, killing vs. letting die vs. vigorous treatment of the terminally ill or severely malformed; allocation of scarce medical resources; organ transplantation; experimentation on human subjects; population control; genetic engineering, new and projected techniques of human sexual and asexual reproduction and their possible effect on the institutions of sex and the family; the psychiatric control of human behavior. Class discussion will be supplemented by guest lecturers with medical or legal expertise in the areas under discussion.

205. Introduction to Social and Political Thought.

An introductory exploration of the fundamental normative questions of politics and social life. The course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom, equality, and justice in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

215. Business Ethics.

This course explores some of the ethical and normative dimensions of current business practices. After examining several ethical theories, it addresses the moral dilemmas and value conflicts which arise both within an organization and between an organization and society. Case studies and controversial readings are used to focus discussion. Prerequisite: Sophomore standing or permission of instructor.

221. Philosophy of Law.

An intensive study of legal philosophy. Topics discussed will include general legal theory, the end, definition, and function of the law, judicial reasoning, rights and obligations, obedience, liability, responsibility, property, and justice. Special attention will be given to two topics: law and morality, and the moral justification of punishment. Some

case studies will be included in the readings. Prerequisite: Political Science 105 or Philosophy 294 or permission of the instructor.

223. History of Philosophy: Ancient Philosophy.

An exploration beginning with Homer of the Greek sensibility as the beginning of Western culture and as it relates to contemporary thought. Discussion will center on selected works of Homer, Parmenides, Heraclitus, Plato, and Aristotle.

224. History of Philosophy: Medieval Philosophy.

Readings in Christian, Islamic, and Jewish philosophy from Augustine to Ockham.

225. History of Philosophy: From Descartes to Kant.

Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

226. History of Philosophy: The Nineteenth Century.

An exploration of the major themes in philosophy during the nineteenth century (e.g., Idealism, Existentialism, Utilitarianism, Marxism) as seen in the works of Hegel, Schopenhauer, Nietzsche, Kierkegaard, Marx, and Mill.

251. Philosophy of Art.

This course will examine critically and historically the concepts of beauty, aesthetic experience, and art, and explore their relations to each other as well as their implications for the nature of reality, man, morality, religion, and society.

254. Philosophy of Religion.

A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion.

257. Contemporary Philosophy.

A seminar of selected readings from twentieth-century philosophers. Topics discussed may include philosophy, language, meaning, truth, logic, knowledge, justification, mind, and perception. Prerequisites: Philosophy 119 and a freshman seminar or introductory course in philosophy.

259. Existentialism.

An exploration beginning with Dostoevsky's *Notes from the Underground* of the existential philosophies through selected writings of Dostoevsky, Kierkegaard, Nietzsche, Jaspers, Tolstoi, Camus, Sartre, and Heidegger.

272. American Philosophy.

Through readings, lectures, and discussions this course explores some of the most influential philosophical and religious ideas developed in America. Beginning with Jonathan Edwards' approach to traditional theological themes, the course will focus particularly on the creative efforts of such men as William James and Josiah Royce to deal with the philosophical and religious problems raised by the theory of evolution and other developments in science. During the final weeks of the course some themes that are currently important in American philosophy will be considered.

292. Philosophy of Mind.

A critical examination of such central issues in the philosophy of mind as whether human beings are more than matter in motion, whether there is some part of us that survives death, whether we have minds, whether minds and souls are the same, whether and how minds and bodies interact, and whether a person can know that other human beings have minds. Issues will be presented in historical perspective. The views of selected modern philosophers will be discussed, but the positions of twentieth-century philosophers (e.g. philosophical behaviorism, identity theory, and person theory) will be emphasized.

294. Social and Political Philosophy.

This course will examine fundamental normative political principles and concepts as they are defined, analyzed, critiqued, and defended by contemporary political philosophers. The topics will be chosen from the following: authority, political obligation, liberty, rights, public interest, equality, justice, and democracy. Discussion of the reading material will be stressed, and students will be expected to become actively involved. Some previous work in philosophy is recommended.

321. Seminar on Art and Religion.

This seminar will explore through philosophical and literary essays as well as the creative efforts of the students, some of the problems and claims which characterize the relations

of the arts and religion, e.g., the relation of the aesthetic and religious experience, the role of belief and knowledge in art and religion, and the metaphysical assumptions that are characteristic of each. Among the writers who will be considered are Hegel, Nietzsche, Freud, Santayana, Matthew Arnold, and Susanne Langer.

501, 500, 502. Independent Study.

603-604. Tutorial.

700. Faculty Symposium: Perspectives on Dying and Death.

Through readings, lectures, movies, slides, and discussions, this symposium will explore some of the ways in which human beings have attempted to cope with death and some of the psychological, moral, and practical problems which the process of dying and the fact of death raise in contemporary culture. Philosophical and religious, psychological and sociological, literary and artistic perspectives will be considered. Each student will be assigned an adviser from the participating faculty and will be able to focus her work in terms of the discipline in which she is most interested.

Religion

115. The Relevance of the Old Testament.

An historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary forms, institutional structures, and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society.

162. The Prophetic Literature.

An intensive study of the Hebrew prophets, their lives and messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern forms, using a variety of approaches and authorities. Prerequisite: Course in Old Testament or in New Testament or major in department or permission of instructor.

189. Black Theology and Black Religion.

An examination of the interpretation of the Christian Church and its implications for the Black religious experience. Focus is on the Black Church as a principal agent of integration in the Black Community. (See also Black Studies.)

Sports

111. Archery and Bowling.

Basic skills and techniques will be taught through the analysis of body movement, scientific and mechanical principles, and their implications to the particular sport. 1/2 course.

114. Fencing.

Footwork and foil work skills essential to a fencing bout will be studied. The concept of strategy is emphasized relative to skill level and performance of movement and coordination patterns. 1/2 course.

117. Racket Techniques— Tennis, Badminton, Paddle Tennis.

Skills, strategies, rules, and concepts essential to racket games with special emphasis on platform tennis and tennis. Participation in and observation of each sport is essential. 1/2 course.

119. Skiing—Conditioning and Techniques.

Exercises designed to improve overall physical fitness and endurance with special emphasis on knee and leg strength. Basic concepts of skiing techniques through the use of turf skis and dry-land skis. 1/2 course.

130. Emergency Care: Principles and Practices.

Knowledge and skills leading to prompt and efficient action when faced with sudden illnesses, injuries, and accidents. Effective first aid for life-threatening situations and the prevention of further injury.

150. Folk and Court Dancing.

History of Western European folk and court dances. Dances of late medieval, Renaissance, baroque, early American, and nineteenth-century times reconstructed. Appalachian square and circle dances, New England contra dances, English country dances, and dances of several European nations. Attention to the relationship of folk dancing to religious ritual, folklore, folk music, and folk culture.

151. Swimming-Aquatic Skills.

Emphasis on swimming and safety skills in water environment leading to further participation in aquatic activities as sailing, boating, canoeing, water skiing, surfing, and skin and scuba diving. 1/2 course.

152. Advanced Life Saving— American Red Cross.

Skills lead to safety in, on, and around water in order to care for oneself and the rescue of others. Prerequisite: Swimming skill test and permission of the instructor. 1/2 course.

153. Water Safety Instructor— American Red Cross.

Methods of teaching swimming skills to others with emphasis on safe and skillful contact in, on, and around water. Prerequisite: Red Cross Advanced Life Saving certification. 1/2 course.

218. Intermediate and Advanced Tennis.

Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: Permission of the instructor. 1/2 course.

Dance**141. Introduction to Modern Dance.**

For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the elements of dance (space, time, and force). Stress will be on the communicative aspects of dance movement. 1/2 course.

143. Modern Dance II.

For intermediates. Intermediate technique, improvisation, and choreography. Prerequisite: Introduction to Modern Dance or permission of the instructor. 1/2 course.

148. Classical Ballet.

Techniques designed to challenge the body toward the aim of plastic beauty and dramatic expression. Four levels of competency: beginning, elementary, intermediate, advanced. 1/2 course.

149. Classical Ballet II.

This course is a continuation of Classical Ballet I. Emphasis is on individual student competency. There will be four levels: beginner, elementary, intermediate, and advanced. Prerequisite: Classical Ballet I or permission of the instructor. 1/2 course.

248. Classical Ballet III, Intermediate.

Increasing the mental awareness and physical efforts of all movements. Introduction of beats. Beginning pointe barre. Prerequisite: Ballet I and/or II or permission of instructor.

249. Classical Ballet IV, Advanced Intermediate.

More complex barre, center, adage, pirouette, allegro, and center pointe work. Possibly the study of variations from the classical repertory. Prerequisites: Ballet I, III, or permission of instructor.

501, 500, 502. Independent Study.

Political Science

Major Requirements:

12 courses in political science including the tutorial. All majors must complete Political Science 211, Philosophy 205; three courses from the following: 101, 103, 104, 108; and three additional courses at the 200 or 300 level. Sociology-Anthropology 214 and Philosophy 221 and 294 may be taken for credit to the political science major. No more than one internship may count toward the major.

Interdepartmental Major Requirements:

8 courses in political science exclusive of the tutorial. All interdepartmental majors must complete Political Science 211; Philosophy 205; one course from the following: 101, 103, 104, 108.

Minor Requirements:

6 courses in political science. All minors must complete Political Science 211, Philosophy 205; one course from the following: 101, 103, 104, 108.

101. American Political Processes.

This course provides an introduction to the major elements of American politics: political parties, interest groups, decision-making bodies, and constitutions. These elements will be viewed in the context of present and predictable future forces of change operating in American society, and the demands which societal change is placing and will place upon the structure and operations of political institutions.

103. Introduction to Comparative Politics.

An introduction to the theories and concepts employed in comparative political studies, with emphasis on the political institutions and processes of the major democratic and non-democratic governments of Europe.

104. Introduction to International Relations.

A survey of significant patterns and trends in 20th-century world politics; modes of conducting relations among nations; instruments for promoting national interests; current problems of economic and political interdependence.

108. American Political Behavior.

An examination of patterns of political learning, political attitudes and beliefs, and voting behavior in contemporary America. Emphasis will be placed on the ways in which background characteristics of individuals (such as social

class, sex, ethnicity, and age) and major political events and crises (such as war and depression) affect political attitudes and behavior.

120. The Sixties: Camelot to Kent State.

"The Sixties" surveys the politics of an incredible decade: the youthful, activist Kennedy Administration, the Cuban Missile Crisis, the assassination; LBJ's Great Society and Vietnam escalation; the 1968 convention and the election resulting in Nixon's presidency, the Cambodian invasion of 1970 and the shooting of youthful protestors at Kent State.

201. The American Judicial Process.

This course examines the politics, processes and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Prerequisite: Political Science 101 or permission of the instructor.

203. Constitutional Law I: United States Government Powers and Relationships.

An examination of the role American courts have played in shaping governmental powers and relationships outlined in the Constitution. The course will consider the doctrine and use of judicial review, and the legal problems raised by separation of power between the national branches and by the division of power between nation and state. Special attention will be paid to the ways in which courts have affected the power of Congress over taxation and commerce and the domestic and international powers of the Presidency. These issues will be examined through an analysis of court decisions and through application of legal principles to hypothetical fact situations. Prerequisite: Political Science 101 or its equivalent and sophomore standing.

204. Constitutional Law II: Civil Liberties.

An examination of the role American courts have played in giving meaning and scope to rights and liberties protected by the Constitution. The course will consider rights of persons accused of crime; rights to free speech, press, and assembly; freedom of religious belief and practice; equal protection of the law; the right of privacy. These issues will

be examined partly through consideration of the actual impact of such decisions on the political system. Examinations will require the student to apply principles to hypothetical fact situations. Prerequisite: Constitutional Law I or Political Science 101, sophomore standing, and permission of the instructor.

211. Methods of Political and Social Research.

An introduction to the logic of social inquiry, research design, and methods of data collection used in behavioral political and social research. Topics to be covered include experimental and *ex post facto* research design plus techniques of surveys, observation, simulation, and content analysis. Students will construct their own survey research designs. Prerequisite: one 100-level course in political science or sociology-anthropology.

212. Elementary Statistics and Computer Analysis in Political and Social Research.

An introduction to elementary applied statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects, and analyze this statistically using pre-packaged computer programs. Prerequisite: Political Science 211.

213. Sex Discrimination and the Law.

An examination of past and present sources of discrimination experienced by men and women in the United States and a consideration of evolving patterns of equal protection and due process of law in recent local, state, and federal laws and court decisions. Employment, marriage, the right to privacy, and the possible impact of the Equal Rights Amendment are among the topics to be discussed. Prerequisite: Political Science 101 or permission of instructor.

214. The Middle East in World Affairs.

This course offers a general appreciation of the twentieth-century historical context of current Middle Eastern issues and an even-handed understanding of international political problems in the Middle East by applying a "levels of conflict" approach (e.g., inter-Arab, Arab-Israeli, Cold War, consumer-producer). Prerequisite: Political Science 104 or permission of instructor.

216. Urban Politics.

An examination of the political organization and political processes in metropolitan areas in the U.S. Topics include the role of the city in the federal system, metropolitan reorganization, the political structure of cities and suburbs, party organization and interest groups in urban areas, electoral behavior, and community power structure. The nature of the urban crisis in America and public policy proposals to solve the crisis will also be discussed. Prerequisite: One 100-level course in political science or permission of the instructor.

217. International Law Organizations.

First half: survey of early theories and international organizations, examination of the United Nations organization with emphasis on political dynamics, peacekeeping, and economic activities. Second half: survey of major international economic organizations which link and divide nations of the First, Second and Third Worlds. Prerequisite: Political Science 104 is recommended.

220. Group Study Law: Field Placement.

Students will have field placements in law firms and court-related agencies. Details of each placement will be negotiated by the student and the field sponsor. Participants will meet as a group throughout the Interim for discussions with one another and with faculty. Each student will keep a journal and make a final presentation to the group. Prerequisite: Sophomore standing and consent of instructor.

223. America in Vietnam, 1945-1975.

This course examines America's entry into, conduct of, and exit from the Vietnam War. Some consideration is given to opposition from 1965 to 1972, to literature, and to the war's legacy; but the emphasis is on perceptions of national interest and the political and military strategies conceived and executed. Prerequisites: Political Science 104 or permission of the instructor.

225. United States Foreign Policy.

Survey of factors and forces which shape the making and implementation of American foreign and defense policy. Emphases are on the perceptions of decision makers, the impact of the policy-making process on decisions, and actual policies since World War II. Prerequisite: Political Science 101 or 104, or consent of instructor.

226. Soviet Foreign Policy.

Analysis of the factors and forces which shape Soviet foreign and defense policy. Common assumptions about Soviet motives are weighed against actual behavior and assessed. Policy toward China, Eastern Europe, and the Third World is considered, with the primary focus being the Russian-American relationship since World War II. Prerequisite: Political Science 104 or consent of instructor.

228. Public Administration.

An examination of policy implementation in the U.S. at national, state, and local levels. Special attention will be given to agencies and individuals mandated to execute particular public policies, with the following objective in mind: a better understanding of (a) the relationships between structure and personnel on the one hand and policy implementation on the other; (b) the symbolic as well as practical aspects of policy implementation; (c) the interrelationships among executive agencies and between such agencies and legislatures and judiciaries as each participates in shaping and executing public policy. Prerequisite: Political Science 101.

229. Political Communication and Mass Persuasion in America.

An examination of the patterns of political communication and techniques of mass political persuasion in contemporary America. Of particular interest is the role of the mass media and computer technology as instruments of communication and persuasion in election campaigns and as shapers of the image of the American presidency. Prerequisite: One 100-level course in the social sciences or Communication.

302. Seminar in Political Communication.

The seminar examines areas of interest in the field of American political communication, including press coverage of political candidates and political leaders and communication strategies of those who are seeking and holding political office. Students are required to collect their own research data, analyze it in a research paper, and present it to the group. Prerequisite: Political Science 229.

305. Political Leadership: The American Presidency.

An investigation of what factors motivate individuals to seek the office of the presidency and, once in power, what factors affect performance. Case studies of several 20th-century presidents will be utilized. Prerequisite: Political Science 101 or 108 or consent of instructor.

322. Competing Interpretations of American Foreign Policy.

How to describe American foreign policy — imperialistic, defensive, altruistic, a combination? How to explain the Cold War — Soviet aggressiveness, American expansiveness, spiraling misperceptions and mutual diplomatic clumsiness? This course examines in seminar format the range of competing interpretations and seeks to assess them by analyzing their underlying assumptions and the evidence presented in their defense.

332. American Propaganda in the Two World Wars.

The seminar examines the content, techniques and strategies, and organization of American foreign and domestic propaganda during World War I and World War II. Of concern also is the debate during the war and interwar years over the necessity for war propaganda in a democracy. Prerequisite: Political Science 229.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Psychology

Major Requirements:

12 courses, including the tutorial. Prospective majors should complete 101, 102, 109, 110 and 211 by the end of the sophomore year. One course unit of 503, 504, or 505 must be completed in the junior year. Courses 603 and 604 must be completed in the senior year. In addition, majors must choose three courses from the following: Group A: 222, 223, 224; Group B: 231, 232, 233; Group C: 241, 252. Courses in Group A, B, and C have both lecture sections (1 course) and laboratory sections (1/2 course). Lecture sections may be taken for credit without laboratory; laboratory sections must be taken concurrently with lecture sections. The three courses may be chosen according to one of the following schemes: 1. One course from each group, two with laboratory, one laboratory must be in Group A. (This is the most general option but is not by itself optimum preparation for beginning graduate work in psychology.) 2. Two courses from Group A and one from either B or C, any two with laboratory. (This is better than option 1 as preparation for graduate work in psychology.) 3. Three courses from Group A (223, 224, and either 221 or 222), two with laboratory. (This amounts to a concentration in experimental psychology and is the best available preparation for graduate study in psychology.)

The following courses are especially valuable foundations for graduate study in psychology: Mathematics 101, 102, 221, 222, 251 and 252; Biology 143, 144, 204, 241, 307; Chemistry 101, 103, 205.

Students not majoring in psychology may take the lecture section of any course, provided they have had Psychology 101 or its equivalent. Generally, the laboratory sections of advanced courses have Psychology 102 as prerequisite, but non-major students who have not completed Psychology 102 may seek the permission of the instructor to enter the laboratory section of an advanced course.

Interdepartmental Major Requirements:

Any interdepartmental major which includes psychology shall include at least 8.0 units of psychology courses of which 4.0 units are required (101, 102, 109, 110). The student must choose, with the approval of a member of the Psychology Department, three additional courses from Groups A, B, and C; at least two of the three elective courses must include the laboratory section.

Minor Requirements:

A minor in psychology shall include at least 6.5 units of psychology courses of which 4.0 units are required (101, 102, 109, 110). The student must choose, with the approval of a member of the Psychology Department, two additional courses from Groups A, B, and C; at least one of the two elective courses must include the laboratory section.

001. Aggression.

This course is a study of aggression as it appears in humans and other animals. Aggression, in its many forms, will be approached from various perspectives: biological, psychological, sociological, political and philosophical. In addition to lectures and discussions, the course will require some laboratory work.

101. General Psychology.

An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture.

102. Advanced General Psychology.

Lectures and experiments on selected problems in human and animal learning, perception, problem solving, motivation, and social behavior. Three hours lecture, four hours laboratory, weekly. Prerequisite: Psychology 101. 1 1/2 courses.

109. Elementary Statistics.

Designed primarily to introduce psychology majors to an essential research tool. Introduction to frequency distributions; probability models; descriptive indices of central tendency, variability, and association; inferential statistics including "non-parametric" techniques; partitioning of variance. Concurrent registration in 110 required. Prerequisite: 102 previously or concurrently and Mathematics 106; upperclass students may register with permission of the instructor.

110. Quantitative Methods Laboratory.

Instruction and practice in methods of data reduction and calculation. Construction of tables and graphs, calculation from graphs, use of desk calculators. Prerequisite: 109 or equivalent previous or concurrent. 1/2 course.

183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure. (See also Black Studies.)

211. Research Design.

An examination of experimental design procedures with an emphasis on analysis of variance. The issues and concerns which confront the researcher in designing and analyzing experiments will be considered. Required of all majors. Prerequisite: Psychology 109, 110 or equivalent.

222. Human Learning, Memory, and Cognition. (Group A)

Lecture. An overview of empirical research and theories concerning verbal learning, attention, memory, transfer, problem solving, and thinking.

222A. Laboratory.

Designed to familiarize students with the methodology and analysis of research in human learning. Both replication of existing studies and original experiments are performed. 1/2 course.

223. Perception. (Group A.)

Lecture. An examination of perception as an information-extraction process, with emphasis on classical and contemporary methods, data, and theories. The relation of perception to motivation, learning, and cognition will be considered

223A. Laboratory

Investigations of some of the major perceptual phenomena will be performed by the students. 1/2 course.

224. Motivation. (Group A.)

Lecture. A survey of the concepts and data related to the arousal and direction of behavior.

224A. Laboratory

Experiments with humans and other animals on the factors controlling activity, productivity, choice, and aspiration. 1/2 course.

231. Social Psychology. (Group B.)

Lecture. A survey of human and animal behavior in social context. Prerequisite: Psychology 101 or Sociology-Anthropology 101.

231A. Laboratory.

Field studies and laboratory experiments on behavior in social situations. 1/2 course.

232. Personality. (Group B.)

Lecture. A survey of modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant "theories" of personality.

232A. Laboratory.

Laboratory and field studies to examine the effects of individual characteristics on various aspects of behavior. 1/2 course.

233. Abnormal Behavior. (Group B.)

Lecture. A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of disturbed behavior.

233A. Laboratory.

Clinical case demonstrations, films, tapes, and institutional visits are combined with individual projects relating to work with disturbed individuals and their families. Non-majors must obtain the consent of the instructor to register for the laboratory. 1/2 course.

241. Psychobiology. (Group C.)

Lecture. An examination of the biological correlates of behavior. Emphasis will be placed on the central nervous system, its structure, organization, and function. Specific topics considered are sleep, learning, memory, sexual behavior, motivation, and complex processes such as thought and language. Prerequisite: One course in either biology or psychology.

241A. Laboratory.

Basic surgical techniques for electrode implant and other operations, brain dissection and slide preparation. Rats will be physiologically manipulated and the resulting behavior observed. 1/2 course.

251. Tests and Measurements.

A study of the principles and major concepts of psychological and educational testing; a systemic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course.

252. Principles of Child Development. (Group C.)

An overview of psychological development from birth through adolescence.

253. Child Psychopathology.

Discussion of clinical and research findings on disorders of behavior and learning in childhood, including psychoneurosis, autism, learning disabilities, mental retardation, personality disorders, and hyperactivity. Prerequisite: 101 or 102 plus instructor's permission.

292. Philosophy of Mind.

This course will focus on the mind-body problem. It will examine such questions as: Is there a non-material soul which is separate from but within the body? Is this the same as a mind? If so, how can it act on matter? Is materialism true? Is behaviorism an adequate solution to the mind-body problem? What is a mind? Is it a soul, a self, a brain, a thinking substance, a non-material by-product of brain processes, the functioning of the nervous system, or a set of dispositions to behave? Can machines have minds? How do we know that other people have minds? Is there some "living" part of us which survives the body's death? Although the course will survey historical perspectives, it will concentrate upon contemporary theories (e.g., identity theory, physicalism, behaviorism).

292 cannot be used to satisfy major requirements.

350. History of Psychology.

Main trends in the history of the science as revealed in the development of major research problems.

501, 500, 502. Independent Study.

503, 504, 505. Individual Research in Psychology.

Intensive study of a specific research problem by survey of literature, data collection, data analysis, with the supervision and collaboration of a faculty member and possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or Interim; repeated registration to a total of three units permitted. This course is ideal preparation for tutorial work in psychology. Prerequisites: At least one laboratory course in addition to 102, prior consultation with instructor, and instructor's permission.

603-604. Tutorial.

Requirements:

Sociology-Anthropology comprise the joint study of human thinking, feeling and acting in modern and traditional societies and of how we became biologically and culturally human. The courses are intended to broaden and deepen the student's capacities for analyzing socio-cultural stability and change.

Sociology-anthropology is closely related to other studies and is relevant background to a wide variety of general concerns and practical careers. Majors should also acquire a broad exposure to the humanities as well as to natural and social sciences. Courses in economics, history, philosophy, political science and psychology are especially advisable.

Major Requirements:

11 course units, including the tutorial. Majors are required to take Sociology-Anthropology 101, 103, 104, 214 and Political Science 211 and 212 (or Psychology 109 and 110 or Mathematics 110). It is recommended that students take 101, 103 and 104 by the end of sophomore year and take 214 and Political Science 211 and 212 (or its equivalent) by the end of junior year. Majors are required to take three electives normally within the department. Electives, however, may include Music 121, Philosophy 205 and 294.

Interdepartmental Major Requirements:

An interdepartmental major must complete 8.0 course units in sociology-anthropology, apart from the tutorial. The requirements are Sociology-Anthropology 101, 103, 104, 214 and Political Science 211 and 212 (or Psychology 109 and 110 or Mathematics 110), plus two electives in sociology-anthropology, one of which is at or above the 200-level. Electives may include Music 121 or Philosophy 205 or 294.

101. Introduction to Sociology.

The aim of this course is to develop a framework for the analysis and comparison of human societies. The framework is developed by attending to the historically variable ways in which the political, economic, kinship and cultural elements of different societies interrelate to produce distinctive patterns of domination, social character and value preferences.

104. Introduction to Social/Cultural Anthropology.

Study of the nature of socio-cultural processes, with emphasis on the understanding of humanity to be gained from comparative study of primitive cultures, complex traditional societies and underdevelopment in the modern world.

108. Social Problems and Issues.

This course examines selected contemporary social problems in this and other societies. Issues to be discussed include inequality, poverty, racism and war. The emphasis is upon social structural sources of social problems. Critical attention will be given to proposed solutions to these problems.

110. Introduction to Old World Archaeology.

Ancient peoples and cultures of Africa, Asia and Europe from early Stone Age groups to the origins of agricultural communities and the rise of civilizations. Method and theory in Old World archaeology will be considered. Prerequisite: 101, 103 or 104 recommended. May be taken independently of Sociology-Anthropology 111

111. Introduction to New World Archaeology.

Ancient peoples and cultures of the Americas, from evidence of the first peopling of the Western Hemisphere to the rise and spread of New World agriculture and civilization. Method and theory in New World archaeology will be considered. Prerequisite: 101, 103 or 104 recommended. May be taken independently of 110.

112. Peoples and Cultures of the World.

A survey of populations or "races" of the world for non-majors and majors; questions of the "races" of man. Survey of major socio-cultural regions of the world (e.g., Mid-East, Sub-Saharan Africa, American Indian). Attention to teaching about other ways of life in primary and secondary education.

114. Middle Eastern People and Cultures.

A survey of the ethnic and religious diversity and the key social institutions of urban and rural communities in the lands from Morocco to Afghanistan. Consideration will be given to the historical factors underlying the current transition in the area.

118. Introduction to the Peoples and the Cultures of the Orient.

A survey of the racial, ethnic and civilizational differences and key cultural institutions of Asia, from India, China and Japan to Central Asia and Siberia, taking in the social foundations of modern cultic, nationalist and communist movements.

120. Changing Sex Roles in Contemporary Society.

Contemporary changes in sex roles and the consequences of being female and male in terms of roles, rewards, costs, and identities. Biological in relation to the cultural determinants of sex differences through time; the social, economic, and political function of role differentiation. Women's participation in social change; cross cultural comparison of changing sex roles in selected countries such as Sweden, China, Israel.

135. Ethnic, Nationality, and Race Relations.

The interrelations of culturally or physically distinctive groups within developed and developing societies. Comparative contexts of struggle over symbolic, political and economic interests. Prerequisite: one course in the Social Relationships Division.

140. Cross-Cultural Perspectives on Dying and Death.

The many meanings of "death." Socially induced death, e.g. abortion, infanticide, suicide and magical death as well as murder and warfare. The reordering of family, property, political and ritual relations *post mortem*. The fate of the soul in different cultures. Prerequisite: one course in the Social Relationships Division.

145. Urban Anthropology.

Central places for the coordination of the economy, power, ideology and entertainment. An anthropological perspective on the pathways, requirements and consequences of urbanism, with particular emphasis on the role of proletariats and subproletariats inside and outside of urban centers. The research of anthropologists in cities. Prerequisite: either 101, 103, 104, 112 or permission of the instructor.

148. Marriage and the Family.

This course analyzes marriage and the family in American Society; their historical development; the contemporary economic and cultural pressures on them; and the impact which social class has upon the nature of family life. Particular attention is given to the differences between middle and working class families in regard to child rearing, sexual practices, and courtship. Prerequisite: Sociology 101 or permission of the instructor.

150. Marriages and Family Life in Different Cultures.

The varied and changing ways in which spouses are found, children are reared, authority is wielded, property is transmitted and rituals are enacted in the familism of Native Americans, Africans and Pacific Islanders as well as in peasant communities of Latin America, the Near East and Asia. Prerequisite: one course in the Social Relationships Division.

182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman. (See also Black Studies.)

188. The Black Family.

A sociological analysis of the Black family in America. The interrelationship of the socio-economic status, the social structure, and social changes affecting the Black family is emphasized. (See also Black Studies.)

201. Research in an Urban Setting.

Designed to show connection between theory and research, this course combines the learning of specific qualitative methods (intensive interviewing, participant observation and interpretation of documents) with the intensive exploration of a topic of social relevance (ethnicity, labor movements, feminism, neighborhood organization). The topic varies by term. Prerequisites: Sophomore standing and permission of the instructor.

218. Social Movements.

This course examines a variety of schemes for the study of different types of social movements. Social movements with political, economic, and religious aims are given special attention. The conditions under which they arise and decline, the nature of their leadership and following, and their ideologies are compared and contrasted.

220. The Culture of Schooling.

This course focuses on schooling or formal education as an aspect of the development of industrial nation-states. The culture of American schools is given special attention with emphasis on the changing functions of education in our society. The effects of the imposition of western-type schooling on developing non-western societies is also analyzed.

222. Religion and Society.

This course examines the social basis of religion; the ritual devices which are used to render plausible religious experiences; and the impact of religion upon political, economic, and psychological behavior. The religions of traditional societies are given special attention. Prerequisite: One course in the Social Relationships Division or permission of the instructor.

224. Law and Society.

The focus of this course is upon law as a social activity. The following topics are studied from a comparative and historical perspective: law and social structure, law as conflict resolution and social control, and legal processes. The main emphasis of the course is upon law and social change.

225. Society and Personality.

The course examines the interrelation of personality processes and their socio-cultural contexts in a cross-cultural perspective. Prerequisite: One course in either sociology-anthropology or psychology.

226. Social Classes and Castes.

This course analyzes the causes and consequences of institutionalized inequality in American society. The problems of minority groups, the relationship of stratification to conflict, and the possibilities of social change are emphasized. Prerequisite: Sociology 101.

228. Deviance and Social Control.

This course examines why people are deviant and why and how societies respond to deviance. It focuses on the question of the extent to which deviance is a cultural product rather than an individual pathology. Special attention will be given to cultural definitions of women as deviants. Prerequisite: a 100-level course in sociology-anthropology or permission of the instructor.

231. Criminology.

A general introduction to major issues and problems in the study of crime and criminal behavior. Origins of the discipline of criminology. Theories of causes of crime and critiques of these theories. Criminal law and the criminal justice system in the U.S. and in other societies.

234. Social Work and Social Welfare in Sociological and Historical Perspective.

This course examines social work and social welfare in the U.S. Particular attention will be given to the historical and analytical basis of the methods used by social workers to deal with social problems; to the dilemmas which result from the organization of social welfare agencies; and to the history and critical analysis of social welfare policies. Prerequisite: one course in the Social Relationships Division or permission of the instructor.

250. Sociology of Sex Roles.

This course focuses on inequalities between women and men. The processes and mechanisms serving to maintain inequalities in sex roles, such as socialization and social control, are examined, and critical, including feminist, perspectives, are compared. Prerequisite: A 100-level course in sociology-anthropology or permission of the instructor.

252. Women in Cross-Cultural Perspective.

Economic, social, political and ritual identities and functions of women in a wide variety of cultures, ranging through the "primitive," "historical" and "modern" levels of complexity. Critiques of traditional anthropological approaches to description and analysis. Prerequisite: Sociology-Anthropology 101, 103, 104, 112 or permission of the instructor.

301. Seminar.

This course varies emphasizing areas of interest in contemporary theory and research in sociology and anthropology.

314. Classical Social Theories.

This course examines the ideas of major contributors to sociological thought, such as Auguste Comte, Herbert Spencer, Karl Marx, Max Weber, Emile Durkheim and George Simmel. Their theories are analyzed in light of the socio-cultural contexts of their times and evaluated for their relevance today.

501, 500, 502. Independent Study.

603-604. Tutorial.

Education 322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study.

English 184. Study of Black American Writers.

A survey of literature by Black Americans. The course examines Black literature of all genres: slave narratives, poetry, novels, plays, and non-fiction. Attention is focused upon the specific social, cultural and political contexts which influenced the nature of Black writing.

History 187. Afro-American History.

A survey of the saga of Afro-Americans from west Africa through slavery to emancipation in the United States. The course examines some of the major political, social, and economic developments of the Black American in American civilization.

Psychology 183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure.

Religion 189. Black Theology and Black Religion.

An examination of the interpretation of the Christian church and its implications for the Black religious experience. Focus is on the Black church as a principal agent of integration in the Black community.

Sociology-Anthropology 182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman.

Sociology-Anthropology 188. The Black Family.

A sociological analysis of the Black family in America. The interrelationships of the socio-economic status, the social structure, and social changes affecting the Black family are emphasized.

103. Introduction to Information and Computer Science.

Students study how the information environment—an assembly of computers, communication systems, libraries and people—can be organized to handle information efficiently. Fundamental computer programming techniques are presented; microcomputers using the BASIC programming language are utilized. In lab, each student is expected to develop some proficiency in programming and to complete a project in her field of interest. 1 unit.

202. Computer Science II.

An intermediate level computer science course which explores computer organization, operation, and data representation. Computer languages, file handling, and algorithms are studied. Students develop projects in PASCAL. Prerequisites: Information Science 103 and Math 106 or equivalent.

203. Information Science II.

An intermediate level course which covers information technology, information systems and information counseling. Emphasis is placed on how computers are utilized in organizations in the management of information systems. Students learn to design, develop, and implement projects in a data management system environment. 1 unit. Prerequisites: Information Science 103, Math 106 or equivalent.

305. Information Systems Analysis.

This course develops an understanding of a systems approach to the statement and solution of a broad class of information problems. Initially, activities focus on recognizing the need for or existence of information systems, particularly in decision-making situations. Thereafter, emphasis is placed on specifying system objectives, developing systems analysis proposals, and knowing the tools and techniques involved in detailed systems investigations. Students review published analysis problems and present analysis projects for information systems existing in government, commerce, higher education, and transportation/ communication. Prerequisite: Information Science 203. 1 unit.

500, 501, 502. Independent Study.

Students work within an information system environment, either on or off campus, where they design, develop and implement a project for that organization. ½ or 1 unit. Prerequisite: Information Science 202 or 203.

The Women's Studies will be interdisciplinary, with courses drawn from several departments of the College. It is anticipated, however, that students will concentrate in areas related to their majors. The minor will be administered by a faculty coordinating committee and a coordinator.

Seven courses are required for the Women's Studies minor. Five are to be selected from the courses listed below. At least one of these courses is to be above the 100-level. With the permission of the Women's Studies committee or coordinator, students may substitute for any of the following courses up to two courses taken at another college or university.

Sociology of Sex Roles (Sociology/Anthropology 250).

Roles and Status of Women in Historical Perspective (History 138).

Women in Cross-Cultural Perspective (Sociology/Anthropology 252).

Black Women in American Society (Sociology/Anthropology 182).

Sex Discrimination and the Law (Political Science 213).

Women in United States History, 1890-1945 (History 156).

Human Sexuality (Biology 120—this course is not currently offered, if reintroduced it will be included in the Minor.)

Freshman Seminar: Philosophy of Love (Philosophy 011).

Cherchez la femme (French 150).

Marriage and the Family (Sociology/Anthropology 148).

In addition to five courses chosen from the above list, each student is required to take in her junior or senior year the Women's Studies seminar and one Independent Study or Internship concerned with some aspect of women's studies. The Women's Studies Seminar will be a one-semester course offered every other year.

Minor Program in Information Science

A student with a major in another department may choose to minor in information science. In such case, the student must take five course units in information science plus a course in statistics. The required courses in information science are:

103. Introduction to Information and Computer Science.

203. Information Science II.

202. Computer Science II.

305. Information Systems Analysis.

500, 501, 502. Independent Study.

The required statistics course must be one of the following courses or sequence of courses:

Math 110. Elementary Statistics.

Political Science 211, 212. Methods of Political and Social Research, and Elementary Statistics and Computer Analysis in Political and Social Research.

Psychology 109, 110. Elementary Statistics, and Quantitative Methods Laboratory.

Dance Program

Minor Program in Writing

The minor in writing gathers courses from several departments in order to offer students a variety of approaches to many aspects of writing. Although each student will be able to tailor the minor to her particular interests, those interests would seem to fall into one of three broad areas: some students will elect the minor as a step toward careers in professional writing (e.g., journalism); some will elect the minor as a supplement to a major, preparing themselves for general or specific goals in their careers (e.g., business or technical writing); some will elect the minor in order to prepare for specific graduate training in the field.

Applicable to the minor are courses in both the practice of writing (Group A) and the theory of verbal communication (Group B). Students choosing the minor will select from among the courses with the advice of a member of the English Department who will outline with the student the plan of course work which meets her particular curricular needs. All students must earn a "B" grade or better in English 103 (Expository Writing II) as a prerequisite for declaring the minor. Each student will enroll in one course from each of the two groups and in four electives from either group. One of the electives may be an internship.

Group A

Communication 202. News and Feature Writing.

Communication 203. Editing and Writing.

English 243. Imaginative Writing I.

English 244. Imaginative Writing II.

Modern Languages 205. Grammar and Composition (French, German, Russian, Spanish).

English 2xx. Technical Writing (not currently offered).

Group B

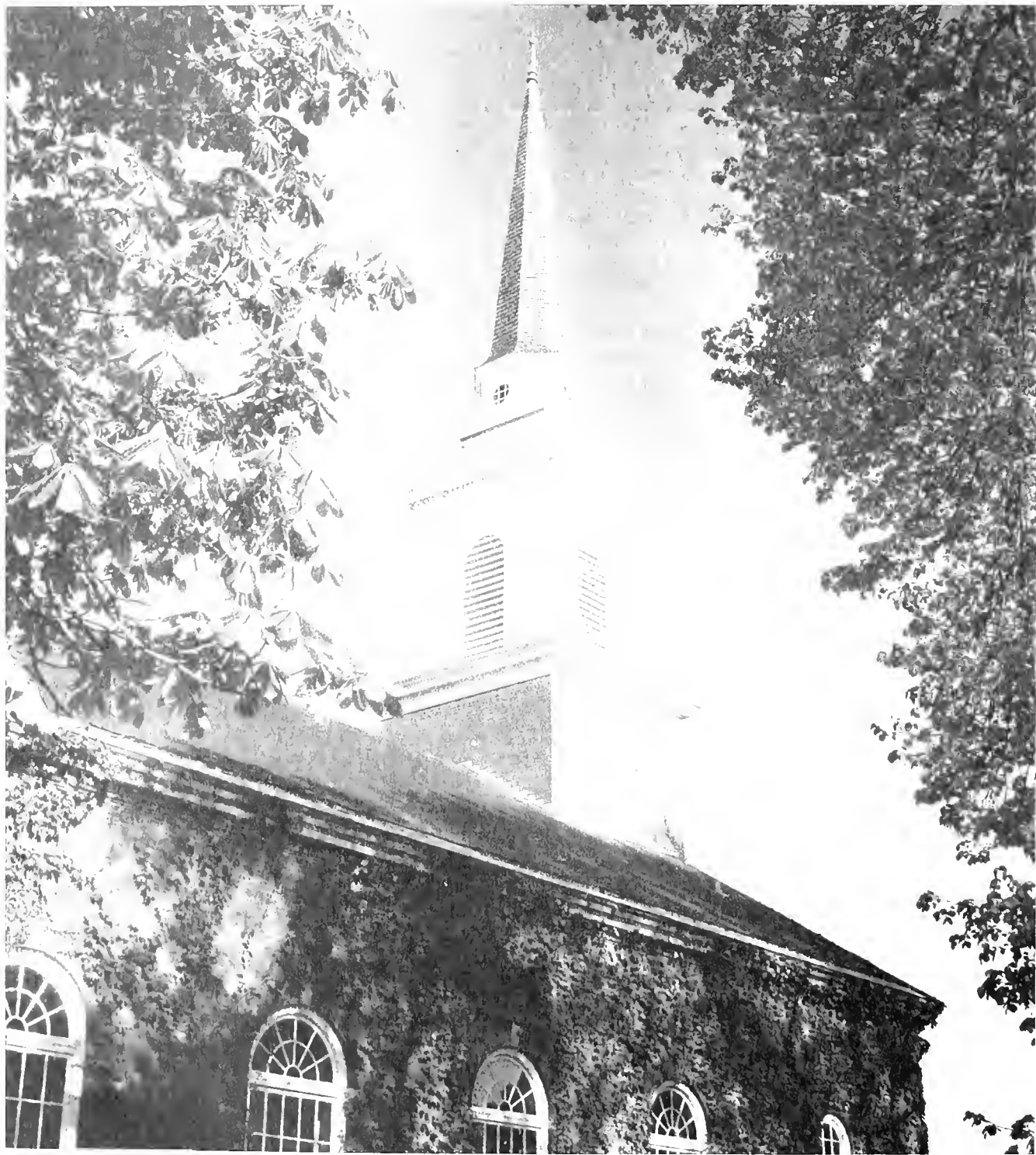
English 141. Descriptive Linguistics.

Communication 220. Persuasion.

Communication 201. Communication Systems and Theories.

Modern Languages 120. Comparative Languages.

In 1980, a new program was offered in cooperation with the Pittsburgh Ballet Theatre, one of the six major professional ballet companies in the country. The program enables dancer-scholars to combine study for a bachelor's degree with training in dance. Applicants are admitted to Chatham and to the official school of the PBT; the usual admissions requirements of the College are followed, and applicants are auditioned by the PBT. For more details about the dance program, contact the Admissions Office.



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Campus Map

- 1 Braun Hall

2 Falk Hall

3 Coolidge Hall

4 Chapel

5 James Laughlin Music Center

6 Buhl Hall

7 Woodland Hall

8 Edward D. Eddy Theatre

9 Jennie King Mellon Library

10 Lindsay House

11 Dilworth Hall

12 Mellon Carriage House

13 Tennis Courts

14 Andrew W. Mellon Center
- 15 Paul R. Anderson Dining Hall

16 Gymnasium

17 Lodge

18 Gregg House

19 Berry Hall

20 Marjory Rea Laughlin House

21 Julia and James Rea House

22 Beatty Hall

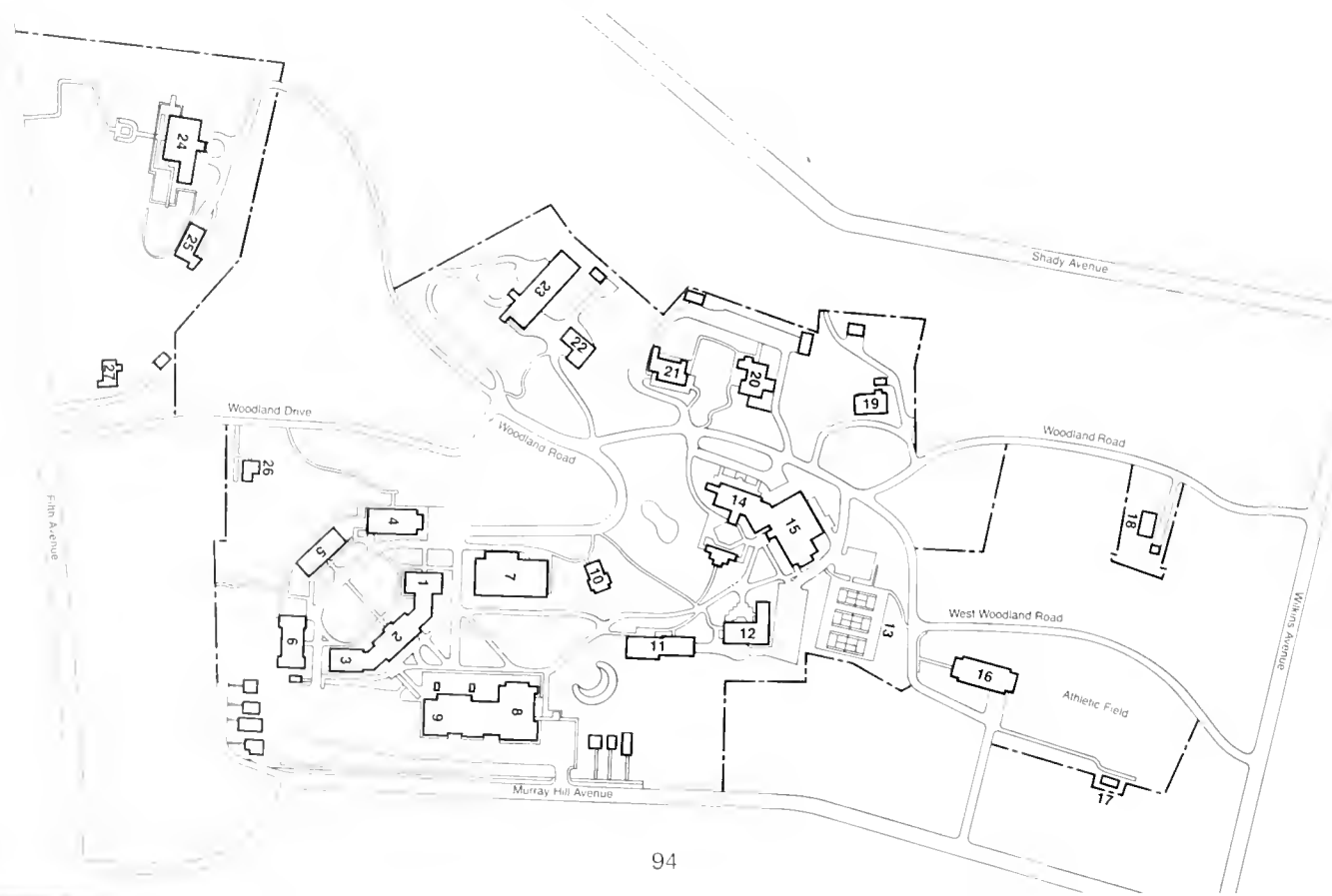
23 Fickes Hall

24 Benedum Hall

25 Benedum Hall Carriage House
Children's Center

26 Mary Acheson Spencer House

27 Gateway House



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CHATHAM

COLLEGE

1984-1985

COLLEGE CATALOG





1869

1949

Contents

Academic calendar	3	French	61
Gnathari College—a place for women	5	German	63
Campus life	6	History	64
The campus	8	Information Science	64
Pittsburgh	9	Mathematics	67
Admission	10	Music	66
Financial procedures	14	Philosophy	69
The academic program	20	Physical Education	72
The advisory program	30	Political Science	73
Academic procedures	31	Psychology	76
Courses of study	35	Religion	69
Art	36	Russian	64
Biology	38	Sociology-Anthropology	78
Business Studies	83	Spanish	64
Chemistry	41	Theatre	81
Communication	43	Women's Studies	85
Dance	86	Board of Trustees	88
Economics and Management	45	Personnel	89
Education	49	Faculty	91
English	52	Campus map	95

Gnathari College is accredited by the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools, and the American Chemical Society.

The *Catalog* is a document of record issued in September 1984 for one year. The *Catalog* contains current information regarding the College calendar, admissions, degree requirements, regulations, and course offerings.

The courses listed in the *Catalog* are subject to change through normal academic channels. New courses and

changes in existing course work are initiated by the cognizant departments or programs and approved by the appropriate academic officials and committees. Additions to the curriculum for the ensuing year are published in the supplement to the *Catalog*.

Gnathari College administers its educational policies, scholarship and loan programs, athletic and other school-administered programs without discrimination as to race, age, handicap, color, national or ethnic origin.

Chatham College Calendar

Fall Term	1984-85	1985-86
New Students Arrive	Thursday, August 30	Thursday, August 29
Freshman Testing, Advising	Friday, August 31	Friday, August 30
Upperclass Students Arrive...	Monday, September 3	Tuesday, September 3
Classes Begin	Tuesday, September 4	Wednesday, September 4
New Students Register	Tuesday, September 11	Wednesday, September 18
Long Weekend	Thursday, October 18	Thursday, October 17
	Sunday, October 21	Sunday, October 20
Advising Week	Monday, November 5	Monday, November 4
	Friday, November 9	Friday, November 8
Last Day before Thanksgiving	Tuesday, November 20	Tuesday, November 19
Thanksgiving	Wednesday, November 21	Wednesday, November 20
	Sunday, November 25	Sunday, November 24
Spring-Interim Registration	Thursday, November 29	Thursday, November 28
Last Class of Fall Term	Tuesday, December 11	Tuesday, December 10
Final Examinations	Friday, December 14	Friday, December 13
	Tuesday, December 18	Tuesday, December 17
Winter Vacation	Wednesday, December 19	Wednesday, December 18
	Wednesday, January 2	Thursday, January 2
Interim Period	Thursday, January 3	Friday, January 3
	Wednesday, January 30	Wednesday, January 29
Interim Break	Thursday, January 31	Thursday, January 30
	Sunday, February 3	Sunday, February 2
Spring Term Begins	Monday, February 4	Monday, February 3
Spring Vacation	Saturday, March 16	Saturday, March 15
	Sunday, March 24	Sunday, March 23
Advising Week	Monday, April 8	Monday, April 7
	Friday, April 12	Friday, April 11
Fall Term Registration	Thursday, April 23	Thursday, April 24
Last Class of Spring Term	Friday, May 10	Monday, May 12
Final Examinations	Monday, May 13	Thursday, May 15
	Thursday, May 16	Tuesday, May 20
Commencement	Friday, May 17	Friday, May 23



Chatham College . . . a place for women

Preparation for your future

Chatham College is a private, fully accredited four-year college for women, specializing in liberal education with career preparation. It combines the attentions of a small college with the advantages of a large city. Small vigorous classes and a close faculty-student relationship are hallmarks of learning at Chatham. Students also draw on the resources provided by Pittsburgh's corporate community and other colleges and universities.

A liberal education is the best preparation for challenging leadership positions in science, the arts or business. Chatham's curriculum also contributes to personal and intellectual enrichment.

Students design their own courses of study from the college's wide range of courses. With the help of her adviser, the student may create her own major, interdepartmental major or multidisciplinary major; or she may elect a major in one of the college's established departments.

The Sciences Division offers bachelor of arts and bachelor of science programs in biology, chemistry, and mathematics. The Social Sciences Division encompasses the fields of economics and management, history, political science, psychology, and sociology and anthropology. The Humanities and Arts Division offers majors in theatre, art, music, English, modern languages, communication, and philosophy and religion.

Other options for Chatham students are programs in education, which offers certification at three levels and nine secondary education programs; Black studies and information science.

Academic year

Chatham's academic year is organized on a 4-1-4 basis. Fall and Spring terms are four months long, and an Interim term in January is designed for in-depth concentration in one area of study, internship or independent studies.

Academic requirements

In addition to requirements for their majors, students are required to participate in the Core curriculum, two Interims and complete a Senior Tutorial.

The Core curriculum serves as the foundation of liberal learning and consists of nine interdisciplinary courses which are distributed over the four years of study. Each course will combine the concepts of several academic disciplines as they relate to particular subjects.

The Interim, during the month of January, allows for the examination of a single project in a formal course on campus, an independent study project, an internship in Pittsburgh or elsewhere, or field trips and study abroad.

The Senior Tutorial is an intensive, two-semester research or creative project under the individual guidance of a faculty member, which is reviewed by a tutorial board of three or more faculty and outside experts.

Career preparation

Chatham offers professional programs, career planning and internships. Professional programs are preparation for a career in law, medicine, education, business, the health professions, and fields related to the academic disciplines.

Career planning and counseling is handled through the Center for Professional Development. The staff of the Center will assist and guide students in obtaining the skills necessary for entry into the professional world.

Internships, also arranged through the Center for Professional Development, are full-time work experiences which enable students to gain greater awareness of their interests and demonstrate marketable skills.

Academic options

Students may choose independent study and cross-registration in planning their courses.

Independent Study in any discipline is extensive work on a single subject, with the approval and guidance of a faculty member.

Cross-registration privileges allow Chatham students to enroll for Chatham course credit at any of the nine other colleges and universities in Pittsburgh.

Chatham's faculty

With 65 faculty members and approximately 550 students, classes are small and there is a close faculty-student relationship. All of Chatham's faculty members are distinguished in their fields, and 95% hold a Ph.D. or equivalent degrees. They are exceptional teachers and advisers, and are committed to the education of women. They are also active in campus organizations and participate in many student-sponsored activities.

Campus life

Education at Chatham goes beyond the classroom to co-curricular activities and an active social life. Every student is encouraged to use her talents to contribute to life on campus and develop her leadership potential.

Students sit on many planning and policy committees, and they are given an important role in helping to develop the College. They have helped to shape Chatham's curriculum, recruit new faculty members, and are consulted regularly on matters of importance to the College.

Organizations

The Chatham Student Government (CSG) coordinates student involvement in College affairs. CSG gives voice to student concerns and maintains student participation on College committees. It also oversees various student boards and organizations, of which there are more than 30. For example, students are invited to contribute their artistic, writing, and business talents to publications such as the student newspaper *Minor Bird*, the annual literary magazine, and *Cornerstone*, the yearbook.

A number of organizations are directly related to the academic fields, such as the Biology Society, Chatham Art Society, Law Society, Mortar Board, and Speech & Debate Society. Other groups deal with social activities, volunteer service, student orientation, the judicial system, and the residence halls.

Performing Groups

Students with dramatic or musical abilities have a number of ways to develop their talents. They may write, stage, direct, or take part in several Theatre Department productions during the academic year which are presented in Chatham's fully-equipped Eddy Theatre or in the experimental PLAYroom. Students may audition for the College Choir, which participates in such campus events as opening and closing convocations, presents its own fall and spring concerts, and through its tours reaches an audience that extends beyond Pittsburgh.

Social Life

The Student Activities Office provides the Chatham community with a variety of social, recreational, cultural, educational and spiritual leisure opportunities. In addition, the professional staff participates in providing leadership training and recreational programming advice to all student organizations. The Chatham Recreation Association (CRA), a student organization, and the Student Activities Office also sponsor activities such as the Running Club, intramural racquetball, basketball, tennis, volleyball and softball tournaments, and student/faculty volleyball and softball games. Recreational swimming, bowling, and paddle tennis are also available.

The calendar of events for a recent month contained activities such as exercise classes, discounted tickets to the Pittsburgh Ballet and a Steelers football game, an outdoor movie, discussion group on current issues with faculty and staff, coed flag football game, square dance in the gym, student coffeehouse, video games tournament, and a nature hike at a nearby park. Annual traditions include the Fall Fling, Activities Fair, Thanksgiving Dinner, Halloween Party, Fickes Egg Nog, Candlelight holiday concert, Charter Day and Spring Weekend.

The Student Activities Office places a great deal of emphasis on learning to recognize and enjoy leisure time as being a vital component of a well balanced lifestyle.

College services

Medical: The College maintains a student infirmary on campus under the direction of the College physician and a resident nurse. The physician is available during specified hours each weekday and is on call for emergencies when contacted by the College nurse.

All full-time students must have health and accident insurance. The College has planned for such a program with Blue Cross of Western Pennsylvania and recommends it strongly. Alternative plans will be accepted if they offer equivalent benefits.

Counseling: The Director of Counseling is qualified to discuss a wide range of personal problems with students and will provide referral services when needed. Services provided by the Director of Counseling are without charge. Psychiatric counseling is available, with a fee, through a consulting psychiatrist. The office also schedules helpful workshops on topics of interest to students.

Campus security: The Chatham College Woodland Road Security Force is in charge of all aspects of campus security, including parking. The Security Office is located in Woodland Hall.

Library: The library staff is available to help students with any aspect of library use, including identifying sources of information for a research paper, understanding the use of the card catalog and indexes, finding materials in the library, or locating additional materials in the city. Students may schedule a research paper conference with a librarian to review information resources and search strategy for special papers and projects.

Campus Guests

Visiting lecturers and artists are an important part of campus activity, too. The Pittsburgh Dance Alloy, Pittsburgh New Music Ensemble and American Ibsen Theater are in residence at Chatham's Eddy Theatre. Recent visitors have been Ellen Forman and the South Street Dance Company with a tribute to Isadora Duncan; mime artists Deva Associates, and the Extension dance company.

Guest speakers have included author Bobbie Ann Mason, U.S. Congressman Louis Stokes, former NOW President Eleanor Smeal, 1980 presidential candidate John Anderson, Ford Motor Company's first woman vice president Helen Petruskas, Philadelphia councilwoman Joan Specter, chemist Anna J. Harrison, author John Gardner, Jr., research scientist Beatrix T. Gardner, and *Working Woman* magazine editor Kate Rand Lloyd.

The Chatham Art Gallery also hosts guest artists each year. Recent exhibits have included the works of painter Constance Jacobson, potter Barbara Tipton, and artist John Guthrie.

Sports

Sports are also a vital part of life at Chatham. The College is a member of the Pennwood West Conference and fields intercollegiate teams in tennis, softball, volleyball and field hockey. The conference also includes Carnegie-Mellon University, Bethany College, Duquesne University, and Washington and Jefferson College.

In addition to the varsity program, Chatham's athletic office sponsors club basketball. The office also schedules student use of the gymnasium, dance studio, tennis courts and weight room.

The campus

Chatham has the advantage of a quiet, country-like campus just minutes from downtown Pittsburgh. Its trees, grassy hills and stately homes are set on 55 acres in the Shadyside residential area. Several homes were gifts to the college from prominent Pittsburghers and are now used as dormitories, along with two traditional residence halls.

A winding road leads up the hill from Fifth Avenue to Chatham's academic quadrangle. Coolidge Hall of Humanities, Falk Hall of Social Sciences, and Braun Hall of Administration are one long building, housing faculty and staff offices, classrooms, the language laboratory, and the media center. Buhl Hall of Science with its large modern laboratories and individual lab areas, stands adjacent to this building. James Laughlin Music Center and the Chapel.

Andrew W. Mellon Center, once the home of the former U.S. Secretary of the Treasury and founder of the National Gallery of Art, is the college's student center. Student activities and staff offices, meeting and recreation rooms, a swimming pool, bowling alleys and game rooms are located in Mellon Center. The dining hall is located in a wing that was added on in 1973.

The Jennie King Mellon Library, also completed in 1973, has comfortable study areas and special seminar rooms. The Art Gallery and the Computer Center are also in this building along with the Edward D. Eddy Theatre, which seats 285 people.

A brief history of the College

From its beginning, Chatham has been dedicated to the education and advancement of women. The College was founded in 1869 by a group of Pittsburghers who realized that women deserved the same educational opportunities and programs as men. Chatham, originally named Pennsylvania Female College was later called The Pennsylvania College for Women. In 1955, the college was renamed Chatham College in honor of the statesman William Pitt, first Earl of Chatham, for whom Pittsburgh is named.

At its start, Chatham was one building, 11 acres, and just over a hundred students. Today it has 30 buildings, 55 splendid acres, and enrolls approximately 600 women. It is fully accredited, non-sectarian, and private. Chatham's endowment, over \$17.1 million, is among the largest per student of any college or university in the nation.

Throughout its history, Chatham has been a pioneer in curricular progress. Its educational growth has been impressive, and its educational programs place the college in the forefront of academic innovation.



Pittsburgh

One of Chatham's greatest assets is its location in Pittsburgh, the fourth most livable city in the nation.

The third largest corporate headquarters in the nation, Pittsburgh is also home to many foundations, universities and hospitals with international reputations for excellence. Students can take advantage of this when they plan their internships and future careers.

Close to campus are Squirrel Hill and Shadyside with their boutiques, movie theaters, restaurants and neighborhood shopping areas. Carnegie-Mellon University and the University of Pittsburgh, also nearby, always include Chatham students in their sports and social life, and share their academic resources with Chatham.

Pittsburgh has rich and varied entertainment, something to fit everyone's taste. The Pittsburgh Symphony, Pittsburgh Opera, Pittsburgh Ballet Theater and Civic Light Opera perform in historic Heinz Hall. Rock concerts, ice shows and circuses are among the performances held at the Civic Arena, and there are numerous night clubs, museums, music recitals and local dance and theater companies.

For the sports fan, there is no better place than Pittsburgh. The Steelers, Pirates, Penguins and Spirit are the pride of Pittsburgh.



Admission

Chatham College is a community of capable and highly motivated women. Applicants must meet all the challenges of life and study at Chatham and be enthusiastic about learning. They must be ready to take on increasing responsibility, for their own education and lives.

Chatham admits candidates who show strong evidence of these qualities. Selection is determined by the candidate's academic record, recommendations, SAT or ACT scores, activities, and essay. An interview is highly recommended, although it is not required. The Chatham student body is diverse, and the College seeks to enroll students with a wide range of interests and talents from a variety of cultural, geographic, racial, religious, and socio-economic backgrounds.

Preparation for entrance to Chatham should include four years of English, three years of mathematics, three years of history and social studies, three years of physical science (including two years of laboratory science), and two years of a foreign language. The Admissions Committee recognizes that school curricula vary greatly and therefore will seriously consider an able student whose preparation differs slightly from this outline.

Admission procedure for freshmen

1. File an application for admission to the College by April 1 for Fall admission or by December 1 for the Spring semester. Early application is encouraged since Chatham operates on a rolling admissions policy. Applications are reviewed as they are received beginning September 15. All candidates must reply to the Committee on Admissions by May 1 for Fall and by January 15 for Spring admission.
2. Along with the application and its required essay, submit official high school transcripts, SAT or ACT scores, teacher and counselor recommendations, and a non-refundable \$15.00 processing fee. In cases of financial hardship the fee may be waived by submitting a written statement supported by the high school counselor.
3. Submit any additional pertinent information that may strengthen the application.
4. An on-campus interview is recommended. An interview will provide both the College and the student with valuable information.

The Admissions Office is located in the Andrew W. Mellon Center and is open from 9 a.m. to 5 p.m., Monday through Friday and on the second Saturday of every month, 9 a.m. to noon, September to May. Prospective students and their families are welcome on campus and should schedule an appointment in advance of their visit.

Early entrance

Chatham believes that most students profit from four years in secondary school. However, able and mature students who will have finished three years of high school and who have valid reasons for wanting to move forward, may apply for early entrance to Chatham. These candidates should have the support of their parents, teachers, and counselor.

In addition to following regular admissions procedure, a prospective early entrant must interview with a member of the admissions staff, a faculty member, and a present Chatham student.

Deferred entrance

Accepted students may defer entrance to the College for one term or one year. A student may opt to defer her entrance in order to work, travel, pursue independent study, or to clarify her goals and interests.

A deposit of \$150.00, which will be applied to the student's first semester at Chatham, may be made in advance to reserve space in the following semester or year.

Financial awards will be made the term preceding entrance. Students requesting financial aid must file the Financial Aid Form (FAF) by March 15 for the Fall term or by December 15 for Spring enrollment.

Credits for Advanced Placement

Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are encouraged to take the Advanced Placement examinations. Chatham grants course credit for scores of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, when appropriate, for scores 3, 4, or 5. Students who earn scores of 4 or 5 on four Advanced Placement examinations will be admitted to Chatham at the sophomore level.

Transfer Students

Chatham welcomes the opportunity to discuss the continuing educational plans of transfer candidates including junior and community college students. About twenty percent of Chatham women are transfer students.

A transfer student's college record should demonstrate above average achievement. While the high school record is considered, greater emphasis is placed on performance at the college level.

Admission procedure for transfer students

1. File an application to the College by June 1 for Fall admission or by December 1 for the Spring semester.
2. Along with the application and its required essay, submit official college and high school transcripts, SAT or ACT scores, and a non-refundable \$15.00 processing fee.

3. Send a copy of the catalog of the college or colleges previously attended indicating courses taken.

4. Include any additional pertinent information that may strengthen the application.

5. If possible, arrange to visit the campus and meet with a member of the admissions staff and/or faculty.

6. At the end of the semester prior to entrance to Chatham, request that a final transcript be sent to the College.

Evaluation of transfer credit

Generally, a transfer student admitted from an accredited institution may expect to receive credit for courses within the liberal arts tradition in which a passing grade has been earned. A tentative evaluation of transfer credits is made at the time of admission in order to provide the applicant with an indication of her class standing. A final evaluation is made by the Registrar prior to registration.

Credits for transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours, they should first be converted to semester hours by multiplying them by $\frac{3}{4}$.

Applicants from non-accredited or newly founded institutions not yet fully accredited should submit results from the College Entrance Board College Level Examination Program (CLEP). Information about the CLEP program, test center locations, and costs may be obtained by writing the College-Level Examination Program, Box 1822, Princeton, New Jersey, 08541. A student should take both the General Examination and one or more of the Subject Examinations as determined in advance with the Registrar at Chatham. The examination results, along with the applicant's high school and college records will be considered by the admissions committee.

Transfer students must be enrolled at Chatham for three long terms and successfully complete a minimum of thirteen course units at Chatham for graduation.

Admission procedure for guest students from other colleges

Chatham welcomes visiting students from other colleges and universities for one term, an Interim, or a full year. The student should be in good standing at her own institution and have written approval of the major academic officer of her college. She should apply at least four weeks prior to the beginning of the term. Tuition, fees, and resident charges are assessed as for Chatham students. Inquiries should be addressed to the Admissions Office.

Admission procedure for special students

Special students are defined as full or part-time non-degree candidates. All special students are required to follow complete application procedures as outlined for freshmen. Those students with advanced standing at another accredited institution of higher education should request the college or colleges previously attended send an official transcript directly to the Chatham Admissions Office.

High School Guest Program

Chatham invites serious high school students who seek the additional challenge of college-level work while still in high school to participate in the High School Guest Program as part-time guest students. For detailed information on this program, contact the Admissions Office.

Readmission

Students who formally withdraw from Chatham, other than those who are on formal leaves of absence, are readmitted under the same procedure described for transfers (see page 11.) Students are required to reapply for admission if during the previous twelve months they have **not**

- formally registered at Chatham
- been on formal leaves of absence
- officially withdrawn from Chatham

They should also arrange for an interview with the Vice President for Academic Affairs or Assistant Vice President for Academic Affairs. Completed applications and a \$15 fee should be sent to the Admissions Office no later than January 2 for the spring term or June 1 for the fall term.

Foreign students

Chatham welcomes students from other countries. In recent years, students have come from Brazil, Turkey, Venezuela, Germany, Honduras, Netherlands, Jamaica, Canada, and Great Britain. Some have enrolled independently; others have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York, 10017. Foreign students should have their credentials on file with the College no later than January 15 preceding the Fall in which they wish to enroll, or no later than June 15 for Spring admission.

Competence in use of the English language is a condition for admission. Foreign applicants, including those from English-speaking countries, are required to submit results of the Test of English as a Foreign Language (TOEFL) or the SAT. Information concerning these examinations is available from Educational Testing Service, Princeton, New Jersey, 08540.

Financial Aid for foreign students is unavailable. All foreign students must complete the Foreign Student's Financial Aid Application and Declaration when applying for admission to the College. This form will be sent to the student when she inquires or applies to Chatham.

Gateway Program

In the vanguard of women's education for over 100 years, Chatham was the first of the Pittsburgh area institutions to extend a serious welcome to adult students through the creation of the Gateway Program. During the last decade, these women have become an integral part of the Chatham community. Motivated by a desire to finish a degree they started long ago, to enrich their lives through college study, or to prepare for a new and more fulfilling career, Gateway women have enrolled in Chatham classes and distinguished themselves in the academic and extra-curricular life of the College. These women recognize that intellectual growth continues through adulthood, and that continuing their education is an excellent way to foster that growth.

To date, the Chatham Gateway Program has graduated over 200 women and enriched the lives of countless more through helping them to explore new interests, prepare for graduate school, or polish new skills. Moreover, the Gateway Program has enriched the educational experience of all of the College's students by allowing an exchange of ideas and perspectives among students of different generations. In so doing the program adds another diversity to this diverse community.

The program is open to women who have been out of high school for seven years or more. Women may enroll as degree, non-degree, or post-graduate students, and may carry a full or part-time course load.

While drawing on the full resources and curricular offerings of the College, Gateway women enjoy the additional support of the Gateway office whose staff offer personal counseling, academic workshops, and social activities. Each applicant is considered on an individual basis, so that her goals, qualifications, and problems can be given special attention. Applications are required to:

1. Complete an application and brief biographical essay
2. Pay an application fee of \$15.
3. Arrange a personal interview with a member of the Gateway Program staff. A degree candidate must also interview with a faculty member in her field of interest.
4. Submit any appropriate transcripts, letters of recommendation, or other relevant material.

Non-degree students must achieve a minimum C average in order to continue for a second term. Upon successful completion of two courses at Chatham, a non-degree student may petition the Committee on Academic Standing to become a degree candidate. If a student is accepted as a degree candidate, all the credits she has earned at Chatham apply toward her degree, and regulations governing degree students become effective.

Gateway students who are not receiving tuition assistance from corporations or other institutional sources are eligible for a one-half tuition scholarship for the first nine courses charged on a per unit basis; additional courses and the final nine courses in fulfillment of degree requirements are charged at full tuition. Degree candidates may apply for financial aid

Chatham currently awards up to nine course units for satisfactory performance in the CLEP (College Level Examination Program) tests. The five general academic areas are English Composition, Mathematics, Social Sciences and History, Natural Sciences, and Humanities. A student is advised to take the examinations early in her academic program, and is required to complete them prior to having earned the equivalent of eight course units, either through transfer credit or the combination of transfer credit and course work taken at Chatham.

Evening College

Chatham's Evening College was established in February, 1982, for women whose schedules prevent them from taking daytime courses. The program offers an interdisciplinary major, Business and Society, designed for working women and those who plan to enter the job market. It includes courses in administration & management, computer science, English, economics, psychology, philosophy, history and communication.

Financial procedures

Charges and expenses*

All the fees a student pays cover only 55 percent of the cost of her Chatham education. Private gifts and income from endowment and other sources must meet the difference between the full cost and the actual tuition charges. Parents who are able to contribute further to the cost of their daughter's education are encouraged to do so.

Charges for full-time and part-time students

For purposes of determining charges due, a student attending Chatham for the entire academic year is defined as being full time if she takes between seven (7) and nine (9) units. A full-time student is charged a flat tuition rate in both the fall and spring terms. A student enrolled in less than seven (7) units for the entire academic year is defined as being part time. A part-time student is charged a per unit fee for each course unit taken.

For those students enrolled for only one term, or one term and the Interim, a full-time student is defined as one taking between three (3) and five (5) units. Anyone enrolled for less than three (3) units is defined as being part time.

Resident students

Charges for the year	
Tuition	\$6390
Room and board	3110
Student activities fee	100
	<hr/>
	\$9600

Payable

By May 1 for new students, by April 20 for returning students	\$ 150
On or before August 1 (plus the \$50 refundable deposit required of newly registered students)	4700
On or before January 15	<hr/>
	4750
	<hr/>
	\$9600

Commuting students

Charges for the year	
Tuition	\$6390
Student activities fee	100
	<hr/>
	\$6490

Payable

By May 1 for new students; by April 20 for returning students	\$ 150
On or before August 1 (plus the \$50 refundable deposit required of newly registered students)	3145
On or before January 15	<hr/>
	3195
	<hr/>
	\$6490

Part-time students

Charges for part time	
Tuition	\$760 per course unit
Payable	
On or before August 1 (fall term)	\$760
On or before January 15 (spring term)	\$760
If more than one course unit will be taken, the balance is due on or before registration each term	

**The College reserves the right to alter charges and expenses in accordance with whatever economic changes might occur*

Tuition may be paid in installments. See page 17 for details.

Special Interim course fees

For regular full-time students who take Interim courses on campus, there are no additional tuition, room, or board costs. Some interim courses, though, may involve extra expenses for special supplies or for travel.

Students visiting Chatham during the Interim in a one-for-one exchange program will not be required to pay room, board, or tuition charges. If there is not a one-for-one exchange between Chatham and the visiting student's home college, the tuition fee will be waived. However, a \$350 charge will be assessed to cover room and board, and a refundable \$15 deposit will be required.

In the absence of any exchange agreement, visiting students will be charged \$705 per course and, if they wish to live on campus, \$350 for room and board.

Other fees

Application for admission \$15

The application fee is not refundable and is not credited on any College bill.

Deposit \$50

Newly registered students must pay a one-time deposit of \$50 on or before August 1 (January 15 if admitted at mid-year). The deposit, less any bills due the College, will be refunded on graduation or withdrawal.

Late registration fee \$15

Because of the additional work for the College and special handling involved in registering students after the normal date, a \$15 fee is due from late registrants.

Student activities fee \$100

This fee entitles each student to all student publications, admission to College social events, student-sponsored concerts and lectures, and membership in the Chatham Recreation Association and Chatham Student Government. The fee was established at the request of the Chatham Student Government, and is collected from both residents and commuters.

Overload fee \$760 per course unit

For all academic programs exceeding nine (9) units per academic year, there will be an overload charge assessed in the second term. If the student attends only one term, or one term and the Interim, the overload fee will be charged for each unit taken over five.

However, because the College wishes to encourage intellectual curiosity, it will cancel the fee of overload units that are not used to fulfill graduation requirements. To request this cancellation, a student has the option of signing a voucher promising to pay the overload fee at the time of her graduation, at the rate prevailing at that time, if the overload unit(s) are used to fulfill graduation requirements. If the overload is not used for this purpose, the fee is cancelled. If this option is not chosen, the fee must be paid at the time it is assessed.

All financial aid recipients with overload charges should see the Director of Financial Aid after the overload is a reality. They may be granted additional assistance—in various forms—to cover the overload charges. (See Academic Procedures section, page 31 for additional details regarding the overload policy.)

Senior *in absentia* fee \$760

When a senior is permitted, in some emergency, to complete all or a portion of her senior year *in absentia*, she will be charged a \$705 fee. This fee will be waived if the student is enrolled in and paying for the tutorial during the *in absentia* period.

Applied art fee \$40 per course unit

Students enrolled in the Art Department's ceramics and two- and three-dimensional studio courses pay this fee to help defray the cost of materials and supplies.

Student health and accident insurance \$287.40

Students are required to have health and accident insurance; they are responsible for making their own arrangements for such coverage. The College offers such insurance with Blue Cross of Western Pennsylvania at \$287.40 for 12 months. Students file claims directly with the insurance agent. Alternate insurance plans are acceptable. The student must provide written proof of alternate insurance coverage if she does not subscribe to the College plan. Questions about the medical insurance program should be directed to the Dean of Students. The cost of this insurance plan is subject to change.

Infirmary fee \$10 per day

The resident student's fee covers seven days' care in the college infirmary. Additional days are charged at \$6 per day. The student must pay for medicine and for part of the college physician's charges (\$5 per visit).

The College bills the student for medical charges. (See page 6, Medical Services)

Examination fees \$10

A student who fails to take any required examination at the regularly scheduled time must pay a late examination fee of \$10. The College does not charge students for any exemption or credit they may earn by examination. When an outside examiner is needed, the student is asked to pay a special examiner's fee.

Audit fee \$25

Any student who registers for a course on a recorded audit basis will be charged a non-refundable fee of \$25 payable at time of registration. Although an overload fee will not be charged, the academic regulations for overload must be maintained.

Photography laboratory fee \$40

The fee is charged for all photography and audio-visual courses requiring additional instructional supplies.

Applied music fee \$170 per course unit

The applied music fee is charged each term for a one hour lesson per week of private instruction in piano, organ, voice, violin, or other instrument. One half-hour lesson per week (one-half course unit) is \$85. Students majoring in music may take four course units of applied music, at the rate of one per term, without charge in the junior and senior years.

Study Abroad application fee.

Students who apply for Study Abroad programs will be charged a non-refundable fee to cover processing

Term or year program \$15

Summer study program \$15

Payment of expenses

Statements of accounts are mailed to parents or guardians of students about one month before the due date. Checks should be made payable to Chatham College, and addressed to Chatham College, Woodland Road, Pittsburgh, Pa. 15232, Attention: Treasurer's Office. Payments must be made by the due date. Any unpaid accounts are charged

at a rate of one percent monthly on the unpaid balance. No exceptions will be made without written permission from the Treasurer of the College.

If a student fails to make a satisfactory plan for payment of her account, or fails to make satisfactory payments on the payment plan selected, the College reserves the right to:

Withdraw charging privileges at the Bookstore; withhold grades, withhold transcript of her college work; withhold statement of transfer in good standing, cancel dining hall privileges; request that a student vacate her residence hall room; cancel the student's registration at the College; and withhold granting of the degree and graduation.

When a student is notified that any of the above sanctions have been placed against her, she will have ten days in which to appeal the decision to the Treasurer of the College

When any of these sanctions have been applied against a student, or where payments are not made within 10 days from when due, a special account default fee of twenty-five dollars (\$25) will be added to the student's bill.

Each month during the academic year, students will receive statements of accounts showing charges for Bookstore purchases, Infirmary bills, guest charges, etc. Payment is due within 25 days; charging privileges may be withdrawn if the student account is delinquent.

All returning students must pay a \$150 advance deposit by April 20 each year. This payment is not refundable except to a student ineligible to return because of academic failure. The \$150 is applied to charges for the academic year as long as the student registers for courses. A student will forfeit the \$150 if she draws for a room in May, but later elects to live off campus.

The advance payment reserves a place for the student in the College. Unless the College knows that a student is returning, it is obliged to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim, pay one-half of the stated rates for the College year. Full-time seniors who attend one term or a term and an Interim in order to complete final degree requirements, will be assessed one-half the annual charges.

Installment payment plans

Some parents or students may prefer to pay tuition and fees in monthly installments during the year. This convenience is available through the College or various tuition payment plans.

One option involves payment of the *net annual charges* in monthly installments through either E.F.I. Fund Management or Academic Management Services. These are outside agencies serving as the College's representative in administering the plans. Both organizations are highly recommended and the choice is entirely up to you. More detailed information regarding these two plans is available upon request.

An option also available is paying each term's charges in monthly installments: August 15 through November 15 for the fall term, January 15 through April 15 for the spring term. Again, more detailed information is available upon request.

Insurance for Off-campus Programs

The College is not responsible for any claims resulting from a student's participation in these off-campus programs. Students and/or their parents should review their insurance coverage before enrolling in any such program.

Refunds

If a student gives the College written notice of withdrawal prior to the first day of classes, she will be refunded all advance payments of tuition and room and board, except for the \$150 advance payment. A student who files a notice of withdrawal after the start of classes, but before the conclusion of the second week of the term, will be liable for forfeited charges in the amount of 20 percent of tuition, room and board, and fees. If she notified the College of withdrawal after the end of the second week of classes but prior to the end of the fourth week of classes, 50% of tuition, room and board, and fees will be charged.

Where a student is withdrawing from the residence hall only, \$150 will be forfeited prior to the first scheduled day of occupancy. On or after the first scheduled day of occupancy but prior to the end of the first week of classes, the student will be liable for \$150 plus 20% of room and a

pro-rated portion of board. After the end of the first week of classes but prior to the end of the fourth week of classes, 100% of room plus a pro-rated portion of board will be forfeited. This policy is applicable where a student has arranged for on-campus living or was required to but did not obtain off-campus living approval.

Where payments to date are less than forfeited charges, the difference will be due and payable upon withdrawal. Where payments to date are greater than the forfeited charges, the excess of payments over forfeited charges will be refunded. No refunds or reductions of charges will be made without exception, after the first four weeks of classes. Appeals regarding any aspect of the charges, payments, or refund process should be addressed in writing to the Treasurer's Office.

Withdrawal for this purpose will be considered as encompassing leaves of absence and Junior Year Abroad programs.

For the purpose of computing any refund, a student's official withdrawal date will be the date on which the Assistant Vice President for Academic Affairs or Director of Counseling receives her completed notice of withdrawal. The College will not refund a student's initial \$50 deposit until she has formally completed the notification of withdrawal.

Where withdrawal from the residence hall is involved, the date used for calculation of fees or refund due will be the date on which the Dean of Student Affairs receives written notification of the student's intent to live off-campus, subject to the approval of the request to live off-campus.

Financial aid

Chatham has an outstanding program of financial aid available, with over 60 percent of Chatham students receiving some form of financial assistance annually. Generally, financial awards at the College range from \$100 to \$9600 per year, and aid is usually awarded as a "package" including a grant, a job, and a loan. Some forms of financial aid may cover special programs, such as Study Abroad or the Washington Semester. These awards include the Pell Grant, state scholarships, outside grants, and the National Direct Student Loan (NDSL); for more information, students should contact the Financial Aid Office.

A student must reapply each year for financial aid. She can expect assistance to be continued as long as her financial need continues and she makes satisfactory academic progress. The amount of aid received in years after the initial award will depend on the student and her family's resources and the continuing availability of financial aid funds from outside sources, such as the federal and state governments. As the student makes academic progress, she will be expected to assume reasonable additional financial responsibility for her education through a reasonable increase in the self-help portion of her financial aid package.

Financial need is the main criterion to determine a student's eligibility for assistance. If her family has a relatively high income, she should not automatically assume that she is ineligible for financial aid.

Financial aid for freshmen

Freshmen are awarded financial aid on the basis of their need. Applicants for financial aid should submit the following financial information at the same time they submit their admissions application.

- 1 The Financial Aid Form should be filed with the College Scholarship Service. This form may be obtained from a student's high school guidance counselor (available after December 1).
- 2 The Chatham financial aid application.
- 3 A copy of the family's most recently filed IRS 1040 form.

Additional information on all sources of financial aid may be obtained by requesting the College's brochure on financial aid from the Admissions Office.

Financial aid for transfers

Students who enter Chatham with advanced standing are eligible for financial aid as described for freshmen.

Financial aid for upperclassmen

Students of the three upper classes are eligible for a number of endowed scholarships and scholarships contributed by individuals, groups, and foundations. These scholarships are awarded on the basis of need, academic achievement, and contributions to the Chatham community.

Chatham-administered aid

Chatham Grants come from College funds and are based on financial need. The awards vary in amount and do not require repayment.

Supplemental Educational Opportunity Grants are federal funds administered through Chatham to a limited number of students of exceptional financial need. Students must be enrolled at least half time and be in good standing when the number of qualified applicants exceeds available funds; full-time students are given priority. Grants range from \$200 to \$2000 per academic year.

National Direct Student Loans are awarded in combination with grants and work study. Students may borrow up to a maximum of \$3000 for the first two years of study toward a Bachelor's degree, and a total of \$6000 for all four years. For loans made before July 1, 1981 the interest rate is 3 percent. For loans made between July 1 and September 30, 1981 the interest rate is 4 percent and for those made after October 1, 1981 the interest rate is 5 percent. These loans carry a legal obligation for repayment, beginning six months after graduation.

Work Assignments/Work-Study are two programs which enable students to earn money. Work Assignments are paid from Chatham funds; the Work-Study Program is federally sponsored. Students work on campus in such jobs as library assistant, departmental research assistant, laboratory assistant, child care center aide, residence hall receptionist, food service assistant, and a variety of other placements. In addition, Chatham's Guaranteed Work Program provides funds to incoming freshmen who demonstrate no financial need but want to earn a portion of their expenses. Placements in any of these programs should be viewed as para-professional opportunities, an integral step of the career process.

Outside sources of aid

Pell Grants, administered by the federal government, range from \$250 to \$1900 per year. Applications are available through high school counselors or the Chatham Financial Aid Office.

State Grants are administered through the financial aid agency of each state. Students requesting financial aid from Chatham who are residents of the following states must apply for state scholarships: Connecticut, Maryland, Massachusetts, Pennsylvania, Rhode Island, Ohio, Vermont, West Virginia, Delaware, and Washington, D.C. Awards range from \$100 to \$1500. Applications are available through high school counselors or the appropriate state agency.

Federally Insured/State Guaranteed Loans are low-interest, long-term loans to aid students who are enrolled on at least a half-time basis. A student may borrow up to \$2500 a year with a maximum of \$12,500 for five years. Loans disbursed to first-time borrowers will be repaid at eight percent interest with a six-month grace period.

Scholarships

Presidential Scholarships

Five full tuition, room and board scholarships are available each year to incoming freshmen through the Chatham Scholars Program. These awards are based on academic achievement, performance on an on-campus examination, recommendations, SAT or ACT scores, and involvement in school/community activities.

Cornerstone Awards

Three incoming freshmen will receive \$2,000 scholarships based on the same criteria as the Presidential Scholarships. These awards are renewable each year as long as the student maintains a 3.0 average at Chatham.

Minna Kaufmann Ruud Voice Scholarships

Several voice scholarships of \$1,000 or more are available each year to students with outstanding talent in voice, regardless of financial need, who wish to combine vocal training with a liberal arts education. Awards are based on auditions held the first Saturday in March, and are renewable each year with an audition.



The academic program

Chatham believes that the primary purpose of the college experience is the pursuit of learning in all its forms. But it recognizes that individuals choose to seek knowledge in different ways, with many different goals in mind. The College offers the student the freedom to decide on her own individual curricular program.

Whatever curriculum the student chooses, it will be guided by several convictions common to every Chatham education:

- that narrow vision and intolerance can be overcome through an understanding of the realities presented by the liberal arts, and through the testing of ideas and methods;
- that one must learn *how* to learn—how to identify problems, evaluate evidence, and pursue solutions;
- that one must learn to judge ideas critically and express ideas effectively;
- that in the pursuit of learning, imagination is as important and useful as reason.

Chatham believes that the ability to write and speak the English language clearly and precisely is fundamental to the pursuit of knowledge. All Chatham students are expected to achieve high standards in written and oral communication. And to gain greater understanding of our own language and culture as well as other cultures, Chatham students are encouraged to study foreign languages. The ability to read works and journals in their original form, for example, greatly enhances one's appreciation of literature, history, philosophy, current events, and scholarly efforts in all fields. Students should therefore take every opportunity to become proficient in one or more foreign languages. They may also be advised to become familiar with current technology in their fields of interest through work with the College's computer system or audio-visual and television equipment in the Media Center.

Chatham seeks to develop in a woman an openness to ideas and issues, a sharp analytical sense in dealing with them, and a precision in thinking, speaking, and writing about her own ideas. These qualities grow under the discipline of scholarship, the give-and-take of the classroom, and the free exchange of thoughts among thoughtful people.

The Core Curriculum

Chatham has designed a unique Core curriculum that is required of all students. Nine specially-developed courses will give students:

- intellectual skills necessary for productive work and decision-making,
- a perspective on how we relate to the rest of the world, technologically and socially,
- knowledge to anticipate future change and how to participate in that process.

One Core course is taken each semester of the four years. Each course combines the concepts of several academic disciplines as they relate to particular subjects.

The freshman Core courses consist of "Concepts and Composition," "Advanced Composition," and "Contemporary Perspectives on Gender Roles." The composition courses equip students with writing and thinking skills that will carry over into every course of study. "Gender Roles," is taught during the January Interim, examines the implications of altered family roles, expanded job opportunities for women, and the accompanying changes in interpersonal relationships. "Gender Roles" is presented in a variety of contexts including history, sociology, biology, psychology, and literature.

The sophomore Core will be "The West and the World I & II" emphasizing the understanding of historical concepts as they affect society. The course is designed to train students to think hypothetically, analyze and evaluate abstract arguments, and assess the strengths and weaknesses of alternative interpretations of the history of the world.

The Core course for the junior year will be "Science and Technology in the Twentieth Century I & II" with attention devoted to the philosophy, method and development of science; science's relationship with technology; the impacts of technological change on society; major contemporary moral issues involving science and technology; and technological change in the future.

The senior Core will be "The Contemporary and Coming World," which will represent the culmination of all previous Core courses and examines the topics of "Learning and Knowing in an Interdependent World" and "Human Values in Comparative Perspective."



The Center for Professional Development

The Center for Professional Development is designed to prepare women in every way to become competent professionals in the working world. The Center is organized around three main areas: technical skills, professional development, and assessment and career placement. Participation in the skills area will be required of all students. Before the student attains junior status she must demonstrate skill in study and library research, presentation and public speaking, mathematics and computer literacy, and reading.

The professional development program of the Center offers workshops, classes and individual instruction in managerial and leadership techniques, personal presentation, assertiveness training, and corporate organization.

The assessment and placement staff of the Center use sophisticated professional skills assessment and provide career guidance, counseling, mentor and internship programs, and highly individualized placement.

The program of the Center is designed to help the Chatham student throughout her four years of schooling, with sections building on those that have gone before. Each student is individually assessed and the program tailored to her strengths and weaknesses.

Degree requirements

The Bachelor of Arts degree at Chatham may be earned through fulfilling the following requirements:

1. The satisfactory completion of 36 course units or the equivalent including two approved Interim programs;
2. The satisfactory completion of the Tutorial;
3. The completion of a minimum of 23 course units at Chatham College.* All Chatham-directed Interim courses and courses taken in cross-registration are credited toward fulfilling the residence requirement. Transfer students entering Chatham with advanced standing beyond the freshman year are required to complete a minimum of 18 units at Chatham College.* Transfer students entering Chatham with second term junior or senior standing are required to be in residence for three long terms and successfully complete a minimum of 14 units.

4. The passing of a writing examination taken in the first long term of enrollment or the satisfactory completion of Expository Writing I by the end of the sophomore year. For junior and senior transfer students the requirement must be satisfied during the first long term of enrollment.**

The Bachelor of Science degree at Chatham may be earned through fulfilling the following requirements:

1. The satisfactory completion of 36 course units or the equivalent including two approved Interim programs;
2. The satisfactory completion of the major in chemistry or in biology (A chemistry or biology major is also possible for the Bachelor of Arts degree.);
3. The satisfactory completion of the Tutorial;
4. The completion of the residence requirements outlined in Item 3, Bachelor of Arts degree, above;
5. The completion of the writing requirements outlined in Item 4 above.**

*The last six units of the degree must be completed in residence.

**Effective September, 1984, a Core curriculum composed of nine courses taken during the freshman, sophomore, junior and senior years will be introduced and will be required of all students. The Core curriculum will be phased in over a four year period, and all of these courses will be offered by September, 1988. All entering freshmen are required to take part in the Core.

Major options

A student who wishes to concentrate her efforts may do so in any of these ways:

Departmental Major: Major programs are offered in the following areas: Art, Biology, Chemistry, Communication, Economics and Management, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology and Anthropology, Spanish, and Theatre. Each department determines the requirements for its majors.

Interdepartmental Major: A major may be pursued through concentrated study in two related departments or programs. Such a major consists of a minimum of eight (8) course units in each of the two departments or programs, exclusive of the tutorial. Four course units in each department must be at the 200 level or above. Individual departments or programs may require specific courses in fulfillment of the above requirements. The tutorial must integrate the subject matter of the two departments or programs. Such a major must be approved by both departments and supported by a letter from a full-time faculty member who has agreed to advise the student and to direct her program, particularly in the interrelations of subjects to be studied.

Multidisciplinary Major: A major program may also be pursued through concentrated study of several disciplines bearing on a single concern, possibly disciplines not usually considered related. The major may be built around a single topic. Each of these majors must be approved by a committee of three full-time faculty members, which is composed of the student's academic adviser and two other faculty members from disciplines most closely related to the proposed major. The responsibility for the approval and the monitoring of the major rests with this committee.

Each student who considers undertaking a multidisciplinary major must consult with her faculty adviser concerning the selection of her major committee. The student prepares a proposal for her major which must include, but not be limited to, a statement of educational goals, the purpose of the proposed major, a detailed plan of study which includes all courses which would be applied to the major, and a bibliography which reflects the body of knowledge upon which the major is built. The plan of study must adhere to the following guidelines: 1) the major consists of no fewer than 12 course units, including the two units of the tutorial; 2) no more than one independent study and one internship can be applied toward the major, and 3) seven of the 12 course units must be at the 200 level or above.

Minor options

A student, at her option, may pursue a minor if she is majoring in one of the traditional departments or programs.

Departmental Minor: Such a minor consists of a minimum of six and a maximum of eight course units and includes a sufficient number of introductory and upper level courses. Internships and independent studies may be part of the requirements. There are no tutorial requirements as part of the minor.

College Minor: Such a minor is designed by faculty members, departments, or programs and focuses on a specialized field or area. A college minor is interdisciplinary in nature.

The tutorial

An extended independent project, the tutorial, gains its focus from a continuing dialogue between the student and her tutor. The study undertaken during the senior year, normally centers in the student's major. It may be conducted at least in part, in the context of a group experience such as a seminar. The tutorial may include such programs as field work, creative work in any of the arts, scientific research, independent scholarly research, or independent reading.

The tutorial consists of two course units of internally related study selected by the student and her faculty tutor. In an interdepartmental major, the tutorial must have the approval of the two departments. Normally, the two course units are consecutive, in two long terms.

During the first term of the tutorial, each student chooses at least two other faculty members as reader/examiners, normally one from within the department, and one from outside the department but in the discipline or area of competence most closely related to the subject matter of the tutorial. The tutor and reader examiners give the student a critical evaluation of her work during a sequence of meetings held during the course of study. At the end of the first term, the tutor grades the student's work. The grade, to be used by the Committee on Academic Standing, does not become part of the student's permanent record.

At the end of the second term, the student gives her tutor and reader/examiners a written articulation of her tutorial experience. Together, the student and tutor decide on the scope of the writing which may range from a brief report or synopsis to a substantial paper. The student must also have an oral defense of her tutorial with her tutor and reader/examiners, and other faculty members and students if desired.

General education

The College offers a wide selection of courses of general interest, designed to acquaint students with the problems, topics, methods, and resources of diverse areas of

knowledge. Some courses are interdisciplinary or multidisciplinary; others center in a single discipline. While none are closed to majors, certain courses are recommended for the student not concentrating in the area. General education courses are drawn from the following areas:

1. problems and techniques of abstract or formal reasoning,
2. scientific inquiry characterized primarily by success in explaining physical events by laws;
3. scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses,
4. non-verbal aesthetic experience;
5. the literary arts,
6. the history of some aspect of man's cultural development,
7. critical attempts to deal with the problems raised by man's intellectual, aesthetic, and moral experience.

Experiential Learning Credit

Experiential Learning Credit is granted for an equivalent academic experience which an individual has gained through employment, job training, or other situations which departments feel meet the requirements for granting academic credit. Upon the recommendation of the appropriate department, and with the approval of the Committee on Academic Standing, degree candidates may be granted Experiential Learning Credit. The student must have had these experiences before enrolling at Chatham. A degree student must apply for Experiential Learning Credit by the time she has completed eight (8) course units at Chatham and may earn a maximum of eight (8) course units. Students seeking Experiential Learning Credit should apply to departments by following procedures defined by the Committee on Academic Standing.

Pre-professional programs

A student planning a career in the professions follows a special sequence of courses, and her progress is followed closely. To prepare for the health professions—medicine, dentistry, veterinary medicine, public health—a student takes a series of chemistry and biology courses, along with basic courses in mathematics and physics. She may decide to major in chemistry or biology, or in some cases pursue other majors, as long as she has completed the courses required for admission to a professional school.

In a pre-law program, a student may major in any one of several fields, including English, history, political science, economics, philosophy. Above all else, she must concentrate on developing her ability to think, write, and speak precisely and effectively.

For a career in elementary or secondary school teaching, a student majors in her chosen field of interest rather than in education itself. In order to receive state certification as a teacher, she must complete a sequence of courses in the principles and practice of education (see page 49). She will also be expected to participate in field experience, including student teaching, during her course of study. Practice teaching can begin as early as her freshman year, giving her an early idea of what teaching is like, and a major head start in practical experience.

All pre-professional students receive guidance and assistance throughout their academic careers. The College advises students on courses of study, provides information on professional school admissions tests and requirements, and helps with the whole process of applying to professional schools.

Special programs

Essentials of Business Administration Certificate Program

Chatham offers the EBA Program to women graduates of liberal arts colleges and universities who are interested in entering or moving up in the business world. The EBA Program provides students with a comprehensive overview of modern business focusing on such areas as management, organizational structure and behavior, and basic practical information. The nine-month course consists of evening and Saturday classes.

Community Services Programs

The Office of Community Services at Chatham offers several programs each year which are geared to promoting the education and advancement of women in the community. Courses are usually 6 to 8 weeks long and recently included "Money Management . . . Invest in Yourself," "Marketing Yourself," "Computer Literacy," and "Career Counseling."

The Interim

The Interim, the one month separating the fall and spring terms, is a special time for the student to approach her education independently and creatively. During the Interim, she can concentrate on one project of her own choosing. Learning is not limited to regular curriculum offerings, nor tied to the geographical boundaries of the campus or the fixed time of the lecture hour.

The Interim offers students a variety of options from which to choose, including Chatham sponsored on-campus courses, Chatham sponsored off-campus courses, traditional independent studies, internships, and courses at other 4-1-4 colleges. The student can even use the month to study abroad.

A student must complete two approved Interim programs. If she chooses, though, she may enroll in every interim throughout her four years, and receive credit for each satisfactory project.

During recent Interims, Chatham offered the following formal courses and projects.

Art	Narrative Art Art History Field Trip Greece
Communication	The Language of Cinema
Drama	Theatre in England
English	English Poetic Tradition
History	Vienna Finale and Prelude
Modern Languages	Comparative Languages Spanish in Mexico
Political Science	The Sixties Camelot to Kent State
Sociology/ Anthropology	The Culture of Schooling

Internships

An internship gives a student real-world work experience that lets her test possible career choices and later lets her acquire in-depth experience. Chatham students are welcome as interns all over the city. They are given responsible, important work to do and the opportunity to learn the inner workings of businesses, government agencies, and social institutions. A student finishes an internship with a much better idea of what she wants to do in life. She also has gained invaluable experience to note on her record when she seeks employment after graduation.

Internships are normally arranged by the Center for Professional Development and can take place during any term. Recently, Chatham students have served as interns in the following areas:

Curriculum development.	Carnegie-Mellon University
Advertising sales:	KQV/WDVE Radios
Computer programming	Health & Welfare Planning Association
Pathology	West Penn Hospital
Far East sales:	Dravo Corporation
Community services.	Bell of Pennsylvania
Retailing	Gimbels
Employee communication.	Gulf Oil Corporation
International banking	Pittsburgh National Bank
Minority justice:	NAACP (Washington, D.C.)
Restaurant management	Pittsburgh Hilton
Research & museum display:	Colonial Williamsburg Foundation
Stage management.	Pittsburgh Opera
TV production	KDKA-TV's "Pittsburgh 2day"
Political polling	Creamer, Inc.
Crisis intervention:	Shuman Center
Corporate accounting	Sharon Steel Corporation
Administrative planning	Parks & Recreation Department, City of Pittsburgh
Architectural design:	Damianos & Associates

Faculty Symposium

The Faculty Symposium serves as another kind of innovative course. Two or more faculty members may schedule a symposium on a subject relevant to their disciplines, or to discuss and probe scholarship in which they are engaged. Appropriately qualified students may enroll for credit in the symposium and take an active part in the process of scholarly investigation, discourse, and argumentation.

Independent study

Independent study gives the student the chance to do important work and to design a project of her choice with her faculty adviser. Her work often takes her far beyond the formal curriculum and deep into the subject. Independent study imparts a sense of academic discipline and great intellectual self-reliance.



A student doing independent study works closely with a professor of her choice. Before registration, the student should make arrangements with the professor and determine the nature and scope of the work, as well as the amount of credit she is to receive.

All departments offer independent study. Recent projects have included the following

- Russian literature of the 19th century
- Mathematical economics
- Sociological aspects of psychiatric institutions
- Mathematics/Physics for the theatre
- Development of speech in exceptional children
- Study of clinical nutrition and diabetes
- Pictorial analysis of Black women in America
- Teaching English as a second language
- Study of anatomy through the use of clay sculpture
- Children's programming (with WQED)
- Study of function and structure of the ear (with Eye and Ear Hospital)
- Study of the influence of Schopenhauer and Nietzsche on Herman Hesse
- Cultural study of Dahomey
- Hormonal aspects of cardiovascular disease (with May Institute for Medical Research)
- The Baroque era in Germany
- Law, ethics, and individual responsibility
- Study of six French suites of the keyboard by Bach
- Corporations and Congress

Cooperative arrangements with other Pittsburgh colleges and universities

Students at Chatham College can take advantage of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, Point Park College, Robert Morris College, LaRoche College, the Community College of Allegheny County, and the Pittsburgh Theological Seminary are members of the Pittsburgh Council on Higher Education (PCHE).

The Council sponsors interinstitutional programs, so students from each college and university may study with students from other colleges and become members of a greater university community.

Cross-college and university registration

Any full-time undergraduate student attending a PCHE member institution may enroll in courses during the academic year at any other member institution (see list). Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally, a student may enroll in any course accredited towards a baccalaureate program in arts and sciences. She will receive full credit for the course, and her grades will be transferred to her Chatham record. The academic regulations of the host institution, including the grading and honor systems, will apply in all cases. There is no additional tuition charged.

A student may obtain further information on cross-registration from the Chatham Registrar.

Study abroad

Any student may study abroad for credit in programs approved by the Committee on Academic Standing. Study abroad may take place during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs are for all classes. The Committee sets no academic performance level as a criterion for its approval, but a student should have academic competence or a specific language skill, or both, to profit fully from the program.

Chatham students may select from numerous approved programs offered either by other colleges and universities or Chatham itself. They are thus more likely to find educational experiences suited to their special academic needs. About 20 students undertake such study annually in one of the five different session units.

Some recent study abroad programs have been:

Drama and English in London

French Language and Culture at the Sorbonne, Paris

Spanish Language and Culture at the University of Valladolid, Spain

History and Economics at the University of Northern Wales, Bangor

Russian Language and Culture at the Pushkin Russian Language Institute, Moscow

Art History in Rome and Florence

Spanish in Colima, Mexico

Middle East Culture at Hebrew University, Albright Institute, and Birzeit College, Jerusalem

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen program, but not later than April 1 for programs that begin in the fall. Further information and the Chatham application form may be obtained from the Coordinator of the Study Abroad Program.

Summer study

A student wishing to receive credit for summer study at the College or elsewhere must obtain, in advance of study, an approval of both the course work to be taken and the institution where it will be taken. Application for approval should be filed with the Registrar before May 1.

Summer study

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Semester in Washington

Juniors with good academic records and a desire to do independent field work and research are eligible for a semester in residence at The American University in Washington, D.C. Students may choose.

- the Washington Semester, with a focus on American national government;
- the Urban Semester, with a focus on urban and metropolitan problems;
- the Foreign Policy Semester, with an emphasis on the formation of U.S. foreign policy;
- the International Development Semester, with an emphasis on developing nations;
- the Economic Semester, with a focus on the formation of economic policy;
- the Science and Technology Semester, with a focus on environmental and technological concerns of modern society

Students normally receive four Chatham course units for the programs. Students from all disciplinary backgrounds are eligible to apply.

The advisory program

Academic advising

The Chatham student is responsible for designing her own program of studies, but it is not a responsibility she has to bear alone. She can depend on the guidance and cooperation of her faculty adviser throughout her entire academic career.

Her faculty adviser helps the student gain the perspective she needs to make her decisions and plan her life. The adviser supplies information on the College's resources and how the student can take advantage of them. She is encouraged to discuss, analyze, and evaluate her hopes and plans for the future.

The advisory relationship will undoubtedly vary widely. But the student can fully expect that her adviser will be accessible whenever she needs to solve problems, make choices, or just talk things over. The adviser offers concerned and attentive consultation to help the student evaluate her efforts in light of her educational goals.

Each entering freshman will be assigned a faculty adviser who will meet with her before the beginning of classes. The adviser will be familiar with the student's record, and the two can discuss in depth a program for the first term.

Freshman course registration is not held until after the first full week of classes. During this period, freshmen may attend all courses in which they might enroll. They will then be able to make informed decisions about the program they will actually pursue.

A student ordinarily remains with her freshman adviser until she has chosen a tentative major or focal interest. This choice could come as early as the end of the first term, or as late as the end of the sophomore year. At that time, the student applies to the department or professor of her choice for a major adviser. Students are free to select and change their advisers. Entering transfer students select their advisers after consultation with the Assistant Vice President for Academic Affairs.

In the second half of each long term, an advising week is designated. Each adviser then provides an hour's scheduled appointment with each of his or her advisees. (As much additional time as necessary is available throughout the year to advisees who desire it.) The advising week is also the scheduled period for changing advisers.

Career preparation

Preparing for a career is an ongoing experience for a student at Chatham College. The process of self-exploration and of gathering information about the world of work is continual — in her classes, in talks with her adviser, and in frequent visits to the Center for Professional Development. A large part of college life is devoted to developing career and life skills which will enable a student to make decisions about her future.

The Center for Professional Development is a resource center for students wanting to learn how to put their skills, interests, education and experiences to work. Through individual counseling and special workshops, she receives assistance in discovering career goals. The Center maintains a collection of books, directories and periodicals on career development, job hunting techniques, graduate school and job opportunities.

Chatham's Internship and Mentor Programs are facilitated through the Center as well as on-campus recruitment by employers and graduate schools. In addition, resumé writing, interviewing skills, and effective job hunting techniques are taught. Also provided is a credentials service which Chatham women can continue to use throughout their professional careers, and career counseling is available to all Chatham alumnae.

Academic procedures

Academic credit

The course unit is the unit of academic credit for all courses offered either in the term or the Interim. One course unit, for purposes of evaluation outside the College, is equivalent to 3.5 semester hours. Courses are valued at $\frac{1}{2}$, 1, $1\frac{1}{2}$, or 2 course units according to their listings in this Catalog. Thirty-six course units are required for graduation.

Academic load

The normal academic load is 9 units per year.

The minimum normal load is 7 units per year. Students with programs below this limit will be considered part-time, and will also be charged on a per-unit basis.

A program of 5 or more course units in any one term is considered an academic overload. To qualify to take such an overload, a student must be academically well above average. Her academic standing may qualify her automatically, or she may petition the Committee on Academic Standing for permission.

Terms of Study

The required 36 course units will usually be distributed as 4 units in each of 4 terms and $4\frac{1}{2}$ units in the remaining 4 terms, plus at least 2 and at most 4 Interim courses. All full-time students must carry at least 3 course units per term, and they must meet the Chatham residence requirements (page 22).

Work done in absentia will be credited if it has the prior approval of the responsible department or faculty committee and the Assistant Vice President for Academic Affairs. In the case of Interim courses, work must be approved by the Assistant Vice President for Academic Affairs.

Grades

The grades in use are:

- A, A- = Excellent
 - B+, B, B- = Good
 - C+, C, C- = Satisfactory
 - D+, D, D- = Minimal performance. No more than 4 course units of D can be credited toward the degree. The LP (Low Pass) is equivalent to a D for this purpose.
 - F = Unsatisfactory performance; no credit.
 - NG = No grade
 - I = Incomplete work in a course. This is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. Approval of the Assistant Vice President for Academic Affairs is required. Incomplete grades will not be granted for Interim courses.
- In order to remove an I grade, a student must complete all required work in the course by the end of the first four weeks of the following term. Failure to do so automatically results in failure in the course.
- W = Withdrawal from course with no penalty.

The Registrar reports all grades and credits earned to all students and their advisers at the close of each term. Grades are not assigned quality points. There are no grade averages, and students are not ranked.

The Pass-Fail System

The student, with the guidance of her adviser, may decide to take a course on a Pass-Fail basis rather than under the traditional grading system. Pass-Fail can relieve some of the academic pressure a student may encounter. It permits her to explore new fields or new levels of knowledge without apprehension about grades. The option remains open to every student in virtually every course.

Students choosing to take courses on a P/F basis will be graded as follows:

- P = Pass; minimal value is C
- LP = Low Pass; equivalent to D
- F = Unsatisfactory; no credit

At registration, the student declares her option to take a course on the P/F basis. She may change this option during the first two-week period of the term.

For a few courses, especially some offered during the Interim, instructors give only P/F grades. For a few other courses required for certification by outside agencies, the P/F option is not available. For a cross-registered course, the student must declare her option to the Chatham Registrar within two weeks of the beginning of the course. Otherwise, P/F enrollment in a cross-registered course is subject to the rules of the host school.

Academic standing

Each student's progress is reviewed at the close of each term. Her academic standing—the level of advancement she has reached, the quality of the work she has completed—should be satisfactory. A student whose work does not meet expectations is not in good academic standing; she may be warned, placed on probation, or dismissed. The Committee on Academic Standing conducts such reviews, and the Assistant Vice President for Academic Affairs notifies the student and her adviser of any action taken.

Honors and awards

Departmental Honors or Program Honors are awarded at graduation to those students who have distinguished themselves in their major field or in special programs. These honors are awarded at the discretion of the student's department or adviser; they are approved by the faculty.

College honors are also conferred at commencement as follows: cum laude—a cumulative average of 3.5 to 3.74, magna cum laude—a cumulative average of 3.75 to 3.89, and summa cum laude—a cumulative average of 3.9 to 4.0. A student must complete a minimum of 17 course units at Chatham in order to qualify for consideration for overall honors. A student who has taken 17 to 22.5 course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 14 letter-graded Chatham course units, exclusive of internships. A student

who has taken 23 to 28.5 course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 19 letter-graded Chatham course units, exclusive of internships. Finally, a student who has taken 29 or more course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 24 letter-graded Chatham course units, exclusive of internships.

Students may be nominated for the Chatham College chapters of Phi Beta Kappa and Mortar Board.

Special awards are also presented each spring to students who have excelled academically and have made outstanding contributions to college life and to community affairs.

Exemption and credit by examination

A student may be exempted from a course if she shows that she has satisfactorily fulfilled the main objectives of the course. She may also earn credit for a course by demonstrating superior achievement in a special written or oral examination.

To take these examinations, qualified students should apply to the department or faculty member involved. Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board (see page 11).

Auditing courses

Full-time students may audit a course with the permission of the instructor. The student decides whether or not the audit will be recorded on her transcript.

If the student wants to have the audit entered on her transcript, she must meet the same course requirements as students who take the course for degree credit. She must also have the qualifications needed to take an academic overload, if applicable. The option is restricted to Chatham courses; it does not include independent study. A non-refundable fee of \$25 will be charged for each recorded audit.

Registration

Students must register for classes on the date indicated in the College calendar. There is a \$15 processing fee for registrations after this date.

With the approval of the course instructor and the faculty adviser, courses may be added throughout the first two weeks of the long terms and dropped throughout the first four weeks of the long terms. During the Interim, with the approval of the course instructor and the faculty adviser, courses may be added throughout the first three days or dropped throughout the first week. There are no academic penalties for adds and drops occurring within the prescribed deadlines.

After the prescribed deadlines, all requested course changes must be approved by the Committee on Academic Standing, the course instructor, the faculty adviser, and the Assistant Vice President for Academic Affairs. Procedures for adding and dropping courses past the deadlines can be obtained from the Assistant Vice President for Academic Affairs and the Registrar. In all cases, a fee of \$10 will be charged for any authorized course change occurring after the prescribed deadlines.

The use of the W grade is limited to unusual circumstances which can be documented in writing and which prevent the student from completing the work of a course. If a W grade is indicated, the student should seek the approval of the Assistant Vice President for Academic Affairs prior to the end of the term.

Attendance

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. To get the fullest benefit from her courses, she must participate fully. This implies attending regularly, completing work on time, and making up work missed because of emergency absence.

Student rights, privileges, and responsibilities

Students, as citizens, have the basic rights guaranteed under the United States Constitution. These rights, including the freedoms of expression, assembly, inquiry, and security against unreasonable searches and seizures, are based on the assumption that students are rational adults, behaving in a reasonable manner, with intellectual independence, personal integrity, honesty in all relationships and consideration for the rights and well-being of others. Students, as members of an academic community, have the privilege to engage in the academic enterprise, participate in cocurricular activities, and reside in a unique living situation that enhances their moral and educational development and fosters a sense of community.

The recognition of rights and the granting of privileges by the College requires, in turn, responsibilities on the part of the students. These include, in the academic sphere, acknowledgement of the scholarship of others and the responsibility of relying on one's own work and not that of others; in the social sphere, the student must respect the laws of the Commonwealth of Pennsylvania and the nation, and each individual should act so as to ensure the rights, welfare, and security of others.

As part of the educational process, the normal patterns and procedures of the Student Judicial System are delegated to a student board, although final authority for student life lies with the President and the Board of Trustees. The right to summary suspension or dismissal in severe or emergency cases, subject to appeal, is reserved for the President of the College or the President's delegated authority. The College provides a forum for students subject to disciplinary proceedings; such proceedings are governed by the rules and regulations outlined in the Student Handbook. Students with academic grievances should confer with the Vice President for Academic Affairs.

The Family Educational Rights and Privacy Act of 1974 gives students the right to review all materials and records which are maintained in their official files. Requests to review records will be honored within 45 days of the date of request. In addition, student records including transcripts, letters of recommendation, etc., will not be released to persons outside the College without written authorization by the student.

Absence from final examinations

Unexcused absence from an examination results in a failure in the examination. The Director of Counseling or the Assistant Vice President for Academic Affairs will excuse absence only in case of illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee is \$10 per course unless waived by the Director of Counseling or Assistant Vice President for Academic Affairs.

Transcripts

Graduates and students are entitled to one transcript of their College record without charge. Each additional transcript will cost \$2. Requests for transcripts should be directed to the Office of the Registrar; checks should be made payable to Chatham College. Two weeks are required for processing.

Withdrawal

A student who wishes to withdraw from the College during the academic year must complete the *notice of withdrawal* form, which requires authorization from parent or guardian. She then submits the form to the Assistant Vice President for Academic Affairs or Director of Counseling. Her official withdrawal date is the day on which the form is received by the appropriate officer. Refund of a student's initial \$50 deposit will only be made after the notice of withdrawal form has been received.

Upon the recommendation of the College physician, the College may request a student to withdraw for reasons of health.

Students who return to the College after withdrawal (except those on leaves of absence) must reapply and be reaccepted for admission. Requests should be sent to the Director of Admissions along with a \$15 application fee.

Leaves of absence

Medical

On the recommendation of the College physician to the Director of Counseling Services or Assistant Vice President for Academic Affairs, a medical leave may be considered in certain types of illnesses. A student requiring a medical leave should consult the Director of Counseling Services for assistance in applying for this leave.

Voluntary

A voluntary leave of absence may be granted from the College for participation in an approved study-away program, for study abroad, for study at another college or university in the United States, for purposes of work, travel, and other non-academic experience, for health, or for personal reasons. If a student plans to be absent temporarily from the college, she may request a leave of absence for a stated period from the Committee on Academic Standing through the Assistant Vice President for Academic Affairs. She should explain her reasons and plans for this absence in a letter to the Committee. If the leave is granted, the student may return to the College at the stated time without applying for readmission. If necessary, an extension of the leave may be granted. The student is expected to notify the Assistant Vice President for Academic Affairs and pay the \$150 deposit by April 20 prior to a fall return, or by December 1 prior to an interim or spring return. If the student needs financial assistance in order to return, she will be given full consideration. Application should be made to the Financial Aid Office.

Mandatory Leave of Absence

Chatham College reserves the right to request a student to take a leave of absence following a review by the Committee on Academic Standing. This action, which requires the student to be away from the College for a specified period of time, is taken in the best interest of the student whose scholarship proves unsatisfactory, whose presence in any way jeopardizes the ideals and standards the College seeks to maintain, or whose medical circumstances prevent her from making satisfactory progress toward the degree. In all cases, the student and when appropriate, her parents or guardian will be notified of this action.

A student may request reinstatement after being away from the College for a specified period of time through a written statement to the Committee on Academic Standing. The written statement should include evidence of a serious commitment to academic study. Specific conditions of reinstatement may be imposed by the Committee on Academic Standing, the student and when appropriate, the parent or guardian will be notified of these conditions. For the first term following reinstatement, the student's academic standing will be probationary.

Courses of study

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen—as Art Tutorial 603-604—the course may not be entered second term and no credit is given until two terms have been completed. If the numbers of a year course are separated by a comma—as Art 101, 102—the course may be entered either term and taken for credit.

Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours).

Courses within each department are designated by three-digit numbers. Unless otherwise indicated in the course description, odd-numbered courses are given in the fall term, even-numbered courses are given in the spring term, and courses ending in "0" are given in the Interim term.

The first digit of the course number indicates the level of the course as follows:

- 7 = Faculty Symposia; open to students with permission of the instructor
- 6 = Tutorial
- 5 = Independent Study
- 4 = Course open to seniors only; to others with permission of the instructor
- 3 = Course open to juniors and seniors only; to others with permission of the instructor
- 2 = Course open to sophomores, juniors, and seniors only; to freshmen with permission of the instructor
- 1 = Course open to any student, providing stated course prerequisites have been met
- 0 = Course open to freshmen only

In the second digit of the course number, numbers above "6" identify certain programs as follows:

- 9 = Interdepartmental course
- 8 = Black Studies course

The College reserves the right to withdraw any course which is not elected by a sufficient number of students. Not all courses are available each academic year. Course schedules should be planned in conjunction with a time schedule available at the Registrar's Office.



Major Requirements in Studio Art:

Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The required 100-level courses are prerequisites for most other studio courses, and should be taken before the junior year. Of the remaining six courses, at least one must be in a two-dimensional area and one in a three-dimensional area. Studio sessions normally occur twice a week for three hours each meeting. Students are expected to engage in two hours of independent work for every class hour. Except where indicated, students are expected to supply all materials (see page 15, Applied art fee). Submission of a satisfactory portfolio will be requisite for acceptance into the major program.

Major Requirements in Art History:

Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The student must complete at least one seminar in art history. At least one course at the 200 or 300 level is required in three of the following areas: Ancient, Medieval, Renaissance, Baroque, Modern, and non-Western. Students intending to pursue graduate study in art history are reminded that a reading knowledge of French and/or German is normally required upon entering a graduate program. Courses outside the department, in history, literature, and philosophy of art, are strongly recommended.

100-level courses constitute an introduction to the field, and are designed for freshmen and other students with little or no academic experience in the visual arts.

Studio Courses

101, 102. Drawing.

Through various drawing media, the course examines the practice and principles of creating and understanding a work of visual art. Perception, means of visual communication, and composition are stressed.

104. Painting.

The application of color as structure, illusion, and expression through the use of acrylics. Prerequisites: Art 101 or 102, or permission of instructor.

105. Printmaking I.

An introduction to the techniques and aesthetics of graphic media, including drypoint, engraving, mezzo tint, etching, and aquatint. Applied art fee.

106. Printmaking II.

An exploration of the expressive possibilities of graphic media. Historical methods of printmaking will be introduced. Prerequisite: Art 105 or permission of instructor. Applied art fee.

113. Fundamentals of Sculpture.

A study of form and space through experimentation in clay, plaster, wood, and metal. Applied art fee.

114. Life Modelling.

A study of the figure as a basis for sculptural expression and design. Prerequisite: Art 113 or permission of instructor. Applied art fee.

117. Introduction to Ceramics.

Techniques of hand-building, throwing, and glazing will be included. Applied art fee.

120. Sand Casting.

Through a series of problems using sand on the Florida Keys as mold material, plaster casts will be made to study the relief form in sculpture. Smaller castings will lead up to a large sand cast mural orchestrated by the instructor. The techniques of multi-sectioned reliefs will be taught. No prerequisites.

130. Salt Kiln Building & Firing.

Both technical and aesthetic aspects of the salt firing process. Draft and BTU considerations in kiln design. Also appropriate form designs suitable to salt firings.

145. Practice and Principles of Design I.

An introduction to the problems and use of two-dimensional design. Subjects will include pattern, balance, scale, movement, rhythm, proportion, and relationships of figure to ground, using various media.

146. Practice and Principles of Design II.

A continuation of Design I with emphasis on more advanced problems. Prerequisite: Art 145 or permission of instructor.

192. Basic Photography.

A study of the black-and-white photograph; study of an experience with exposure and developing of photographic film and paper; study and practice in the photograph as documentation, representation, and expression. Prerequisite: Permission of the instructor.

193. Visual Studies.

The course aims to acquaint the student with the vocabulary of visual communication, to sensitize her to the element of design, and to alert her to the possibilities and limits of illustrating, documenting, and conveying her ideas through visual media. Class graphic and photographic designs, and criticism of student solutions to assigned design problems.

201, 202. Intermediate Drawing.

Prerequisite: Art 101 or 102, or permission of instructor.

203, 204. Intermediate Painting.

Prerequisite: Art 104 or permission of instructor

207. Figure Drawing.

The practice of drawing from the model for the purpose of developing an understanding of the human form.

Prerequisite: Art 101 or 102, or permission of instructor

210. Raku Workshop.

An intense study of the Raku process. Proceedings from the clay form to the iridescence of the finished product, in this highly unique kind of firing. Other unusual clay and glaze techniques will be explored in conjunction with Raku

Prerequisite: Art 117 or permission of instructor.

211. Watercolor.

An exploration of transparent watercolor and its unique characteristics as a painting medium. Prerequisites: Art 101 or 102, or permission of instructor.

212. Sculpture: Carving.

The subtractive techniques of carving solid materials such as wood, stone, plaster. The use of hand tools and power equipment will be taught. Prerequisite: Art 113 or permission of instructor.

214. Sculpture: Metal.

Fabrication of metal sculpture through welding, brazing, and soldering will be explored. Prerequisite: Art 113 or permission of instructor.

216. Sculpture: Casting Techniques.

The techniques and aesthetic possibilities of non-ferrous metal casting will be explored in a workshop atmosphere.

Prerequisite: Art 113 or permission of instructor

218. Intermediate Ceramics.

A refinement of basic skills will be emphasized.

Prerequisite: Art 117 or permission of instructor.

301, 302. Advanced Drawing.

Prerequisite: Art 201 or 202 or permission of instructor.

303, 302. Advanced Painting.

Prerequisite: Art 203 or 204 or permission of instructor.

313, 314. Advanced Sculpture.

Prerequisite: Permission of instructor. Applied art fee

501, 500, 502. Independent Study.**603-604. Tutorial.****Art History Courses****133. Survey of Western Art I.**

An introduction to the history of art and architecture in Western civilization, covering the visual arts from their beginnings in pre-history through the medieval period in Europe

134. Survey of Western Art II.

An introduction to the history of the visual arts in Western civilization from the Renaissance to modern times.

230. Art History Field Trip.

An extensive tour during Interim of major sites and museums in a culturally significant area of Europe (e.g., Rome and Florence, Greece). In consultation with the instructor during the fall term, each student will choose, assemble a bibliography, and prepare a report on an important work to be presented on the site.

245. Ancient Art.

A survey of the art of the major ancient civilizations of the Mediterranean world up to the fall of Rome. Prerequisite: Art 133 or 134, or permission of instructor

247. Medieval Art.

A survey of European art from the Early Christian through the Gothic periods.

251. Early Renaissance Art.

A survey of the art and architecture of western Europe during the 14th and 15th centuries, with special attention to the rise of humanistic values in Italy.

252. High and Late Renaissance Art.

A survey of the art and architecture of western Europe in the 16th century, stressing the grand vision of the High Renaissance and its complex aftermath, including courtly Mannerism, Venetian sensualism, and the impact of the Reformation

253. Baroque and Rococo Art.

A survey in depth of the various styles and aims of European art from 1600 to 1780. Prerequisite: Art 133 or 134, or permission of instructor

256. Modern Architecture.

Lectures and discussions analyze and compare architectural styles and functions in the 20th century. Special attention is given to opposing theoretical positions, from the Bauhaus to "pop." Prerequisite: Art 134 or permission of instructor

258. Twentieth Century Art.

A survey in depth of the major movements in the art of Europe and America since the end of the 19th century

330, 340, 350. Seminar in Art History.**501, 500, 502. Independent Study.****603-604. Tutorial.****Major Requirements:**

For a B.A. or B.S. degree the following are required: Biology 143, 144, 224, 241, 349, 603-604, one lecture-laboratory course in introductory chemistry, and one lecture-laboratory course in organic chemistry. Electives must include biology courses numbered 200 and above. Biology 143 and 144 may be exempted on the basis of Advanced Placement or satisfactory performance on the exemption examination.

For the B.A. degree, 13 units are required. A minimum of one course unit must be taken from two of the three areas (I, II, III). The areas are as follows: Area I: Bio 221, 223, 301, 307, Chem 338, Psy 241; Area II: 201, 203, 204, 258; Area III: 216, 227, 248, 340. Courses numbered above 200 without an area designation also count toward the major.)

For the B.S. degree, 17 course units are required. A minimum of one course unit from each of the three areas (I, II, III) must be taken and three additional course units in mathematics, chemistry, or physics. A year of organic chemistry, physics, and calculus is strongly recommended.

Minor Requirements:

7.5 course units in biology which satisfy the following requirements: 2 units of general biology, 1.5 units of animal science, 1.5 units of genetics, 1.5 units of botanical science, and 1 unit of elective which must be approved by the Biology Department. Chemistry is not required for the minor, but the Biology Department strongly recommends that at least 1 unit of chemistry be completed.

Non-Major Course Offerings:

Courses numbered in the 100s may be taken by any student and no prerequisites are required. Exclusive of General Biology (143-144), these courses will not count towards the major in biology. The courses in the 100 series are: Biology 123, Nutrition; Biology 124, Food Production, Politics and People; Biology 141, Evolution; and Biology 153, Human Genetics.

123. Nutrition.

An introduction to the science of nutrition. Consideration will be given to the nutrients — their composition, functions, metabolism, and sources; food handling and storage; meal preparation and planning; special nutritional needs throughout the life cycle. Integrated with this basic information will be special topics pertaining to diets, organic foods, preservatives, pesticides, feeding the world's population and related concerns.

124. Food: Production, Politics and People.

An examination of the problems and progress in the general area of world food production. Topics to be examined will include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food

141. Evolution.

The historical aspects of organic evolution will be studied, but major emphasis will be placed upon the modern genetic theory of evolution as a continuing process. A portion of the course will deal specifically with the biological and philosophical aspects of human evolution. This course is designed for students without previous science courses, but a scientific approach to the subject will be taken. Use will be made of films and museum trips.

143, 144. General Biology.

A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week.

153. Human Genetics.

An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the student's general education in these matters, and although certain aspects of genetics will be considered in some detail, the course is not designed as a substitute for the basic course in genetics.

201. Invertebrate Zoology.

A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144

203. Comparative Chordate Anatomy.

A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144

204. Comparative and Experimental Embryology.

A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144

212. Introduction to Gerontology.

A multidisciplinary survey of the phenomenon of aging in animals with special reference to humans. Biological theories of aging will be discussed and related to physical, psychological, social, and economic consequences and implications. Current trends in gerontological research will be studied and related to problems confronting the elderly in our population. Prerequisites: Biology 143-144 or Introduction to Sociology or General Psychology.

216. Freshwater Biology.

The functioning of standing and running freshwater ecosystems will be examined with emphasis on the productivity, energy and nutrient flow, chemical and physical parameters, and the flora and fauna of such habitats. The management, maintenance, preservation, and pollution of these systems will also be considered. ½ unit credit. Prerequisites: Biology 143, 144.

219. Immunology.

A study of the basic principles of immunology including evolution, development and functions of the immune systems, and applications such as allergy, autoimmune diseases, transplants, and tumor immunology. ½ unit. Prerequisites: Biology 143, 144.

221. General Microbiology.

The study of fundamental characteristics of bacteria and related microorganisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Chemistry 101 or 103 and Biology 143, 144.

222. The Biology of Disease.

Lectures, demonstration, and projects illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional, environmental and inherited diseases of man and animals. Considerations involved in immunity, diagnosis, chemotherapy, and public health. Prerequisite: Biology 143, 144.

223. Plant Physiology.

The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144

224. Botany.

The morphology, taxonomy, and evolution of plants. Three classes meetings and four hours laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144

226. Industrial and Applied Microbiology.

A study of microorganisms as they are used and controlled for commercial purposes. Topics discussed include industrial fermentations, microbiological assays, quality control of foods, and the microbiological problems involved in water, sewage and soils. Prerequisite: Biology 143, 144, and Biology 221

227. Water Pollution.

Readings and discussions of some of the biological, social, economic, and political problems associated with water pollution. Also, expert speakers from industry, the press, state and federal agencies, and academia will be invited to participate. Field trips will be part of the course. One three-hour meeting per week plus one hour of scheduled discussion. Prerequisite: Biology 143, 144 or permission of the instructor

241. Genetics.

A study of the principles of inheritance in plants and animals. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

248. Ecology.

A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144

258. Histology.

A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144

290. Introduction to Instrumental Analysis.

This course is designed to provide an introduction to instrumental analysis for students other than chemistry majors. Theory and operation of analytical instruments such as liquid scintillation counter, gas chromatography, UV-visible and atomic absorption spectrophotometers will be covered. Emphasis will be on laboratory work with the instruments.

301. Animal Physiology.

A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144

307. Endocrinology.

A survey of the structure and functions of vertebrate endocrine glands will be made, with major emphasis on the physiological processes controlled by hormones. 1 unit. Prerequisite: Biology 143, 144

320. Histotechnology.

Basic microhistological and advanced histochemical techniques will be taught. Students will prepare an extensive slide collection, and have the opportunity to visit histological laboratories in pathology departments at several city hospitals. Prerequisites: Biology 143, 144, Chemistry 101 or 103, Chemistry 205, 206

340. Marine Biology.

A concentrated study of pelagic and intertidal organisms in their natural habit. The course will be held at the Pigeon Key Biological Field Station of the University of Miami, Miami, Florida. Prerequisite: Biology 143, 144 and Biology 201

349. Seminar.

Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. Prerequisites: Biology 143, 144

353. Special Topics.

Lectures and laboratories in selected areas of contemporary biology. 1/2, 1, 1 1/2 course units.

354. Special Topics.

Current and classical experiments in animal and plant development will be covered in a seminar format. The regulation of gene expression and cellular differentiation will be studied with examples from experiments in cloning, regeneration and cancer research. 1 course unit

Prerequisite: Biology 204

501, 500, 502. Independent Study.

603-604. Tutorial.

Major Requirements:

B.S. Degree: 14 or 15 course units, including the tutorial.

Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 431, 441 or the sequence 328 and 338, 603, and 604. Required laboratories: 114, 215, 216, and 318.

B.A. Degree: 12 course units, including the tutorial.

Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 603, and 604. Required laboratories: 114, 215, 216, and 318. For State Certification in chemistry teaching, two units in biology (Biology 143, 144) are required.

Interdepartmental Major Requirements: 9 1/2 course units.

Chemistry 101 or 103, 104, 114, 205, 206, 215, 216, 311, 312, 318, and 322.

The following courses (or their equivalents) from other departments are prerequisites to some of the required courses in chemistry. Mathematics 101 and 102; Mathematics 251 and 252 (Physics I and II). Additional courses in mathematics are recommended. A reading knowledge of a foreign language is strongly advised. German and Russian are the most useful. It is recommended that students considering majoring in chemistry begin the chemistry sequence in their freshman year.

Minor Requirements: 8 course units.

Chemistry 101 or 103, 104, 114, 205, 206, 215, 216, 311, and 1 course unit to be selected from the following courses: 312, 318, 322, 328, 338.

101. Chemistry.

Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three lectures, one discussion session, and a three-hour laboratory weekly.

102. Chemistry for Art and Archaeology.

A first chemistry course for students with established majors in art or anthropology. Principles of chemistry and the materials sciences, with emphasis on metals, ceramics, pigments, glasses, and other colored materials. Not intended for major credit in chemistry; not intended for freshmen or as a parallel to a first art or archaeology course. Prerequisites: Course work in art or archaeology.

103. Structural Chemistry.

An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly.

104. Elementary Analytical Chemistry.

Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electrochemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 101 or 103; Corequisite: Chemistry 114.

114. Quantitative Analysis Laboratory.

Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Corequisite: Chemistry 104. ½ course.

205. Organic Chemistry.

Development of the structural theory of organic compounds. Relationship of structure to reactivity, stereochemistry; types of organic reactive intermediates, and the chemistry of alkanes, alkenes and aromatic compounds will be covered. Prerequisite: Chemistry 101 or 103. Corequisite: Chemistry 215.

206. Organic Chemistry.

Discussion of organic functional groups and their chemistry. Spectroscopy, mechanisms and synthetic type-reactions included. A discussion of biologically important compounds will cover the last third of the term. Prerequisite: Chemistry 205 and Chemistry 215.

215. Elementary Organic Laboratory.

Basic manipulative skills including introduction to several chromatographic techniques are followed by chemistry of alkenes and aromatic compounds.

216. Organic Chemistry Laboratory.

Chemistry of organic functional groups. Identification of unknowns and a multi-step synthesis.

236. Industrial Chemistry Seminar.

An overview of commercially important products with stress on the research and development process. Case studies are used to illustrate how the concepts and tools acquired in academic courses are utilized in the industrial development process. Three lectures weekly.

301. Seminar in Current Research Methodology.

Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. ½ course.

311. Physical Chemistry.

Descriptions of physiochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisite: Chemistry 104, 205, and 215, one year of calculus and one year of college physics. 1½ courses.

312. Physical Chemistry.

Electrochemistry, kinetic theory, and chemical kinetics. Three lectures weekly. Prerequisite: Chemistry 311.

318. Advanced Instrumental Chemistry.

Laboratory projects in physical and analytical chemistry using spectrometric, electrochemical, x-ray diffraction, and separation science techniques will be selected to meet the program requirements of the student. One lecture weekly with laboratory hours adjusted according to desired credit. 1 or ½ course units. Prerequisite: Chemistry 311.

322. Topics in Analytical Chemistry.

Theory of electrical, optical, chromatographic and electromagnetic methods of analysis. Two lectures a week. Prerequisite: Chemistry 311. Corequisite: Chemistry 318. ½ course.

328. Structure of Biomolecules.

The structure and chemistry of biologically important molecules is developed. The course will sequentially cover monosaccharides (simple sugars), disaccharides, polysaccharides, amino acids, peptides, proteins, nucleic acids and lipids. ½ unit. Prerequisite: Chemistry 206.

338. Biochemistry.

Study of the chemistry and metabolism of biological compounds. Three lectures and three hours of laboratory weekly. 1½ course units. Prerequisite: Chemistry 206 and 328.

431. Advanced Inorganic Chemistry.

Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes of inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312.

441. Advanced Organic Chemistry.

Selective study of organic reactions and theoretical analysis of organic reactivity. The course consists of a) a study of reactions and intermediates in greater depth than that developed in Chemistry 205 and 206, and b) development of theoretical analysis of organic reactivity. Molecular orbital theory and pericyclic reactions constitute a major portion of the course content. Synthesis, synthetic logic, and synthetic methodology are significant minor themes. Prerequisite: Chemistry 206, 216, and 311.

501, 500, 502. Independent Study.**603-604. Tutorial.****Major Requirements:**

11 courses in communication including the tutorial. All majors must complete Communication 101, 105, 250, 275 and 301. In addition the student must complete two of the following courses: 255, 260, and 265; one of the following courses: 280, 285, 290, 292, or 295; and one elective from the Communication curriculum.

Interdepartmental Major Requirements:

8 courses in communication exclusive of the tutorial. All interdepartmental majors must complete Communication 101, 105, 250, 275, 301, two of the following courses: 255, 260, 265, and one of the following courses: 280, 285, 290, or 295.

Minor Requirements:

6 courses in communication including 101, 105, 250, 275, and two of the following courses: 255, 260, and 265.

Courses**101. Foundations of Human Communication.**

The course is a survey of the nature and impact of human communication. Beginning with an overview of the field, the course surveys symbolic bases and function of communication, traditional media and new technologies, and the contexts of communication, i.e., interpersonal, group, organizations and mass communication.

105. Mass Communication and Modern Society.

The effects of mass communication on individuals and society, particularly as they relate to values and ethics, will be examined. The course will emphasize the impact of communication on attitudes, values and preferences and will consider the responsible use of communication technologies. Prerequisite: Communication 101 or permission of the instructor

201. Communication Systems and Theories.

A critical study of the major contemporary theories of communication developed within the field. Beginning with an analysis of the goals of theory construction in the social sciences, students will explore the applications of theories, models and concepts. This will enable students to apply these theoretical concepts to areas of their own interest. Prerequisite: Communication 101

250. News and Feature Writing.

A course designed to introduce students to basic journalistic techniques of the print media with special emphasis on structure and preparation of news and feature articles. Students will learn how to research, document, and write articles suitable for newspaper publication. Students will be expected to work on the school newspaper or another appropriate publication. Prerequisites: Communication 101 and Concepts and Composition II. Enrollment is limited to 14 students

255. Magazine Writing.

The student will be expected to research and develop major articles, with the requirement that the students attempt to publish the articles and that the written products again constitute part of a portfolio. Prerequisite: Communication 250. Enrollment is limited to 14 students.

260. Writing for Public Relations.

This course will cover public relations writing assignments, for example, news/press releases, brochures, fliers, speeches, public service announcements to introduce students to writing and editing styles for public information and advertising. Students will work with problems of language usage and style in the preparation of copy for publication. The course may require students to contribute to college publications. Prerequisite: Communication 250. Enrollment is limited to 14 students.

265. Writing for Audio-Visual Productions.

This course introduces students to script preparation beginning with basic storyboards and culminating with a finished written script. The topics include defining objectives, content research, visual-audio time sequencing, audio pacing, word/picture continuity, editing and sound effects. Prerequisite: Communication 250. Enrollment is limited to 20 students.

275. Visual Design and Conceptualization.

The course presents creative problem solving exercises in communication design imagery as applied to photography, video, and/or print. Lectures and individual exercises with focus on the nature and use of color, line, shape, scale, and motion. Prerequisite or Corequisite: Communication 250.

280. Photography.

This course is designed to introduce students to the basic techniques of exposure and development in black and white photography. Emphasis is on technical as well as aesthetic characteristics. The photograph will be studied as a medium for documentation, representation, and expression. Limited enrollment. Prerequisite: 275 and permission of the instructor. Photography laboratory fee. Enrollment is limited to 14 students.

285. Video Production.

A basic course designed to acquaint the student with all phases of video production. Topics include pre-production planning, lighting, camera operation, sound recording, editing, and small studio/control room operations.

Prerequisite or Corequisite: Communication 265. Enrollment is limited to 12 students.

290. Layout and Basic Design.

An introduction to the methods, tools, language and techniques used by the graphic designer to bring artwork to final printed form. The course will develop a basic understanding of offset printing, grids, paste-ups and typography as they relate to the preparation of artwork for printing and reproduction. Prerequisite: Communication 275. Enrollment is limited.

292. Applied Graphic Production and Design.

Through laboratory and darkroom work, students will be introduced to print media and offset reproduction. Topics include preparation, presentation and preservation of graphic artwork, scaling and percentage calculations, line exposures, enlargement and reduction, montage techniques, line conversion, halftone and surprints, screen tints, tonal separations for posterization, reversal masking techniques, stat work and color separations. Students will complete a graphic arts portfolio. Prerequisite: Communication 275, 280, and 290.

295. Production in Display and Projected Media.

This laboratory course examines message design in display and projected media for a variety of communication setting, ranging from business meetings to large group lectures to trade show exhibitions. Topics include the preparation of overhead transparencies, title and graphic slides, flip charts, mounted materials, and two and three dimensional displays. Students will become acquainted with media options for a variety of communication settings. Prerequisite: Communications 275. Enrollment is limited.

301. Junior Seminar.

This course will consist of a critical analysis of selected issues in the field and will serve to synthesize the knowledge students have gained throughout their career. Students will develop their abilities to conduct research, present their ideas before others and to argue persuasively. The student will be expected to prepare a tutorial proposal as part of the course.

500, 501, 502. Independent Study.

603-604. Tutorial.

In our technological society a successful administrator, entrepreneur, or researcher is one who can understand the impact of and deal with change effectively. The opinion of a growing number of professionals is that students graduating from programs emphasizing the liberal arts are better prepared to understand and manage change than others more narrowly educated. It is the purpose of Chatham's Economics and Management Department to complement the student's liberal arts training by providing her with the fundamental tools necessary to comprehend the technical as well as human environment in which we work. The program is designed to provide a general foundation as well as concentration in an area of the student's choosing. To this end the student's first step is to take courses in economics, accounting, management theory, and statistics. Once these courses are completed she will decide on a concentration in management, economics, or international business. After this decision she will take a second set of courses specifically designed to introduce her to more advanced topics in these specific areas. The final stage will be to investigate in greater depth some aspect of her interest through the senior tutorial.

Major Requirement:

1. Management: 14 courses plus the tutorial. Required courses include Economics and Management 101, 102, 105, 222, 223, 300, Mathematics 110 and one approved internship. In addition to the above each student is required to take at least four of the following courses: Economics and Management 206, 310, 311, 324, 335, 340, 347, 385 or Political Science 228.

2. Economics: 14 courses plus the tutorial. Required courses include Economics and Management 101, 102, 105, 222, 230 or 310, 231, 301 and Mathematics 110. In addition to the above each student is required to take at least four of the following courses: Economics and Management 311, 351, 356, 358, 362, 370, 374, 385 or 393.

3. International Business: 16 courses plus the tutorial in Economics and Management. To fulfill the major requirements a student must also take Modern Languages 205, one Modern Languages civilization course and an approved translation course. Additional required courses include Economics and Management 101, 102, 105, 222, 240, 351, 310 or 311, 300 or 301, Political Science 104 and Mathematics 110. Finally, the student must take one of the following: Economics and Management 356, 358 or Political Science 217.

Although the courses are not part of the major requirements, Mathematics 107 and 108 (Models, Calculus, and Decisions I and II) should be considered prerequisites for those students going on to graduate school

Interdepartmental Major Requirement:

1 Management Ten course units including the tutorial. Required courses are Economics and Management 101, 102, 105, 222, 335, plus any three others within the department

2 Economics Ten courses including the tutorial, including Economics and Management 101, 102, 231 and 230 or 310. The student must take four additional courses within the department.

3 International Business To meet the interdepartmental requirements the student must take Economics and Management 101, 102, 105, 222, 240, 351 plus Modern Language 205

Minor Requirements: A minor in Economics and Management will consist of at least six courses drawn from departmental offerings

Courses:

101. The American Economic System: Macroeconomics.

The concepts of national income and output are analyzed and emphasis is placed on factors which influence the level of economic activity, unemployment and inflation, including fiscal and monetary policy and the role of international economics

102. The American Economic System: Microeconomics.

The role of the consumer and producer is studied in the context of the functioning of the price system in different market structures. Emphasis is placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy Prerequisite: Economics and Management 101

105. Organization and Management Theory I.

This course provides opportunities to learn about human organizations, their structure, function and performance, and the interrelationships of these elements; about people, their behavior in groups and as individuals functioning within organizations and about the nature and essence of managerial work and the roles, tasks and responsibilities of the manager.

206. Organization and Management Theory II.

This course investigates the entire range of relationships comprising the manager's world in the contemporary organization, identifies what categories of actions to develop and integrates these with knowledge of organizations as human systems and dynamic entities. Prerequisites: Economics and Management 101, 102, 105.

222, 223. Financial Analysis and Managerial Accounting I, II.

This course is designed to enable the non-accountant to gain an understanding of basic accounting theory and commonly used accounting terminology and practice. Students will be taught the objectives of basic financial statements, how to read the financial statement captions and supporting data, and how to interpret the financial data presented. The focus of the course is upon principles, objectives and interpretation rather than bookkeeping techniques. Prerequisites: Mathematics 106 or equivalent.

230. Intermediate Macroeconomics.

Application of the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Problems of unemployment and inflation, the Keynesian system and monetarism are considered in depth. Prerequisites: Economics and Management 101 and 102.

231. Intermediate Microeconomics.

An intermediate study of the allocation of resources and the distribution of income within various market structures. Insofar as possible, theoretical economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisites: Economics and Management 101 and 102.

240. International Business.

A course in the problems, procedures and techniques of conducting international trade. Background is provided on the relationship between multinational corporations, international financial markets and government agencies. Multinational corporations' strategic formulation of product policy research and development, production and supply systems as well as financing of international operations are examined. Prerequisites: Economics and Management 101, 102, and 105.

300. Organizational Research and Quantitative Methods.

This course will deal with the fundamentals of research and quantitative methodology in the social sciences with specific emphasis on research in the organization. Designed for those who may both use research and produce it, issues include: evaluating the research of others; the manager-researcher relationship; scientific method; research process, design, and measurement; and data collection, analysis and reporting. It is highly recommended that Mathematics 110 be completed before enrolling in this course.

301. Econometrics.

This course provides an introduction to the theory and application of the estimation of economic relationships. The first half of the course is devoted to rigorously developing the statistical building blocks of econometrics. The second half encompasses an indepth survey of econometric methods and the problems of regression analysis. Prerequisites: Economics and Management 101, 102 and Mathematics 110.

310. Money and Banking.

The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisite: Economics and Management 101 and 102.

311. Corporate Finance.

Evaluation of investment and portfolio decisions from the viewpoint of the corporation. Working capital management, security analysis, investment theory as well as the concepts and techniques employed in the procurement of financial resources and their allocation to productive investments are analyzed. Selected current topics in the economics of financial markets will also be discussed. Prerequisites: Economics and Management 101, 102 and 222.

324. Federal Tax Accounting.

This course is designed as the first course in federal taxation for the undergraduate student. The primary emphasis of the course is on the income taxation of individuals but the course also includes an overview of the federal taxation of other forms of business organizations (e.g., corporations, partnerships). The focus of the course is on developing knowledge of the tax law and its application. Prerequisites: Economics and Management 222 and 223. Enrollment is limited to 30 students.

335. Marketing.

This course will explain the marketing function which profit, non-profit and volunteer organizations need in order to sell a product or service, or to interest potential clients, members or investors. Case studies will provide the vehicle for using research and statistical analysis to determine markets and to forecast effectiveness of marketing plans. Issues of ethics legal regulations and the media will also be explored. Prerequisites: Economics and Management 101, 102 and 105.

340. Business Law.

An introduction to the substantive law which every day affects and controls the activities of business organizations as well as citizens in our society. The course offers a broad survey which examines the preponderant body of law, its processes, development, principles, terminology and rationale.

347. Non-Profit and Volunteer Systems.

This course offers an understanding of the non-profit organization and of its frequent utilization of volunteerism. Organizational theory applied to the non-profit sector will be explored. Organizational structures and management styles which are appropriate for the non-profit organization will be presented. The nature of volunteerism and issues of volunteer motivation will be discussed. Case studies and guest speakers will be utilized to examine particular types of non-profit organizations. Examples to be used include educational, health care, artistic and cultural, charitable, and professional organizations. Prerequisites: Economics and Management 101, 102 and 105.

351. International Economics.

Introduction to international trade and finance, an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisites: Economics and Management 101 and 102.

356. Comparative Economic Systems.

This course concentrates on developing a methodology which allows the student to compare objectively one economic system with another. Several case studies of centrally planned and market economies are presented and structurally analyzed. The forces underlying systemic change are explored in a contemporary as well as historical context. Prerequisites: Economics and Management 101 and 102.

358. Seminar on Economic Development.

An examination of the economic and non-economic factors accounting from the economic growth and development of modern economically developed nations and less developed areas of the world. A review of the problems encountered in initiating and sustaining the process of economic development. Various theories of economic development and major policy issues will be discussed. Prerequisites: Economics and Management 101 and 102.

362. Public Finance.

An analysis of governmental revenue, expenditure and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisites: Economics and Management 101 and 102.

370. Seminar on Economic Thought.

The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen, Marshall, and Keynes. Prerequisites: Economics and Management 101 and 102.

374. Labor Economics.

An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining, automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time and the economic effect of union and government labor policies. Prerequisites: Economics and Management 101 and 102.

385. Industrial Organization and Public Policy.

This course analyzes the structure, conduct, and performance of American industry with an emphasis on the monopoly problem. It examines the ways in which industries become monopolized, the measurement of industrial concentration, and government policies to control monopolies, e.g. antitrust laws and regulatory commissions. Prerequisites: Economics and Management 101 and 102

393. Urban Economics.

A study of the evolution and function of cities as well as an analysis of the causes and symptoms of the urban predicament. Discussion of a host of topics concerning metropolitan areas, including economic development strategies, land use patterns, mass transit, poverty, housing, finance, education, and environmental quality. Prerequisites: Economics and Management 101 and 102.

395. Special Topics.

This course reviews the latest developments and technology in the emerging field of human resources management. Readings and case studies are used to assess and evaluate alternative approaches in the areas of staffing, training and development, organization development, performance appraisal, compensation, benefits, labor relations and collective bargaining. The overall emphasis of the course is to understand these elements of human resources management within an integrated systems approach. Prerequisites: Economics and Management 101, 102, 105 and permission of the instructor

500, 501, 502. Independent Study.

603-604. Tutorial.

Requirements for Recommendation for State Certification in Teaching:

Students are recommended for nursery-third or kindergarten-sixth or secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements of the baccalaureate degree. All education students are urged to take the National Teacher Examination during their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, Psychology 325, and Education 102, 222, 321, 322, 423. Secondary certification may be earned in biology, chemistry, English, Spanish, French, German, mathematics, and comprehensive social studies. Students who are seeking recommendation for certification in secondary English education are required to take, in addition, English 141, 243 or 244, and Theatre 192. The required professional program for early childhood education (N-3) includes Education 102, 201, 208, 211, 215, 322, 414. The required professional program for elementary education (K-6) includes Education 102, 201, 208, 212, 213, 322, and 413. Middle schools (grades 6, 7, 8) employ both elementary and secondary certified teachers. Students in either the elementary or secondary education programs must earn recommendation by the College for certification. All students are expected to participate in field experiences in public and independent schools throughout the early childhood, elementary and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competence in teaching. Elective courses are offered to enrich the education sequence.

102. Seminar in Education.

Students examine the role of the teacher and the school in the past and in contemporary society. Selected educational issues and specific topics are analyzed, for example, the characteristics and needs of exceptional children, the role of technology in education, the responsibility of the school for values education, and school-community relations. A one-half day per week field experience in the Pittsburgh Public Schools is required. Not open to first-term freshmen.

201. The Expressive Arts in Education.

The course consists of experiences in art, music and children's literature designed to increase the student's repertoire of methods and materials used in teaching the expressive arts. Students will explore instructional processes and create original products. Emphasis is on the integration of the arts with total early childhood and elementary curricula. No field placement required. Prerequisite: Education 102.

208. Communication Skills in Education.

Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum, and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. A one-half day per week field experience is required. Prerequisite: Education 102.

210. Group Independent Study in Special Education.

Students will be placed in a variety of settings where they will have supervised field experiences in the education and management of exceptional children. Opportunities will be available to work with children with learning disabilities, the mentally retarded, emotionally disturbed, physically handicapped, gifted, blind, deaf and multiply-handicapped. The field experiences will be augmented by appropriate reading assignments, the maintenance of a journal, and group meetings for the purpose of surveying the field of special education. Prerequisite: Education 102.

211. Early Childhood Curriculum.

Students engage in seminars, accompanied by field experiences in early childhood education, N-3. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) is explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, are tested and evaluated through a variety of experiences including microteaching, video taping, tutoring, and small group instruction. Emphasis is on developing the student's self-awareness through experience, study, and analysis. An open-ended module introduces students to the uses of the microcomputer in the classroom. This module includes hands-on experiences in the computer laboratory, the examination and evaluation of commercially published software, and current readings on the impact of microcomputers on education and society. A one-half day per week field experience is required. Prerequisites: Education 102, 208.

212. Elementary School Curriculum.

Students engage in seminars, accompanied by experiences in the field, and examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) is explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings are tested and evaluated through a variety of experiences — microteaching, video taping, tutoring, and small group instruction. Emphasis is on developing the student's self-awareness through experience, study, and analysis. An open-ended module introduces students to the use of the microcomputer in the classroom; this module includes hands-on experiences in the computer laboratory, the examination and evaluation of commercially published software, and current readings on the impact of microcomputers on education and society. A one-half day per week field experience is required. Prerequisites: Education 102, 208.

213. The Elementary School Child.

Opportunity is provided for systematic study of the characteristics of the five- to twelve-year-old child, in terms of his intellectual, social and emotional growth and development.

Students gain experience in the administration, scoring and interpretation of a variety of tests and measurements, and learn how to construct their own informal assessment and evaluation instruments. Through readings, discussion and problem-solving activities, students gain competencies and explore alternative strategies for dealing with: classroom management and discipline, effective uses of time and space, meeting the needs of the exceptional child in the regular classroom, and the methods for evaluating and recording individual progress in the informal classroom. A one-half day per week field experience is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

215. The Young Child.

The course is structured with emphasis on child development from the pre-natal stages to age eight and includes knowledge of past and current research in the areas of physical, intellectual, social and emotional growth. Educational and social philosophy is stressed for the purpose of establishing objectives. Research and readings emphasize immediate and long range goals for programs nationally and internationally. In addition to classroom experience, students will gain competencies by observing infants and toddlers, participating in conferences with parents and planning programs for the entire age range, plus competency in the area of critical evaluation of tests and methods.

A one-half day per week field experience is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

220. Group Independent Study: Microcomputers in Education.

Students are introduced to the uses of microcomputers in the classroom. They have hands-on experience in the computer laboratory where they will explore programs such as LOGO, PILOT, and Bank Street Writer. Field trips and readings acquaint them with current practices.

222. Principles of Secondary Education.

The course focuses on the characteristics of the secondary school student and the structure and climate of the high school. Students examine the nature of adolescent development; the implications of the cognitive and affective characteristics of adolescents for selecting instructional methods and designing curricular materials; and the structural features of typical secondary schools. A brief introduction to comparative education is provided through an investigation of secondary education in selected areas outside the United States. A one-half day per week field experience is required. Prerequisite: Education 102.

321. Teaching Methods for the Secondary and Adult Level.

Students investigate a range of teaching strategies and classroom management techniques in the context of their major fields of specialization. Individualized reading assignments in appropriate professional literature encourage students to develop familiarity with the most effective teaching approaches for their disciplines. Opportunities to practice teaching methods and behaviors are provided through undergraduate teaching assistantships in students' major departments. Motivation, evaluation of student achievement, and individualization of instruction are considered. An open-ended module introduces students to the uses of the microcomputer in the classroom; this module includes hands-on experiences in the computer laboratory, the examination and evaluation of commercially published software, and current readings on the impact of microcomputers on education and society. Each student designs a teaching unit as a final project. A one-half day per week field experience is required. Prerequisite: Education 102, 222.

322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and

develop a free exchange of ideas. A one-half day per week field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools and independent schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. (See also Black Studies.)

413. Elementary Student Teaching.

Students plan sequential observations and teach at the elementary school level under the guidance of an experienced teacher and a faculty member of the Education Department. Self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: Permission of the Department Chairman. 2 course units.

414. Early Childhood Student Teaching.

Students plan sequential observations and teach at the early childhood level under the guidance of an experienced teacher and a faculty member of the Education Department. Self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: Permission of the Department Chairman. 2 course units.

423. Secondary Student Teaching.

Students plan sequential observation and teach on the secondary level under the guidance of an experienced teacher and a faculty member of the Education Department. Conferences with the supervising teacher, college supervisor, and faculty from the major department where appropriate, provide the student teacher with support and direction throughout the student teaching experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: Permission of the Department Chairman. 2 course units.

501, 500, 502. Independent Study.

603-604. Tutorial.

Major Requirements:

12 courses including the following: the tutorial; three courses in historical periods before 1900 (i.e., 210, 211, 213, 214, 216); Shakespeare; an upper-level course in expository writing (i.e., 103), and at least one 300-level seminar. English 102 does not count toward the major.

Interdepartmental Major Requirements:

8 courses exclusive of the tutorial, including English 103 (Expository Writing II), English 222 (Shakespeare Survey), three courses which cover materials in different historical periods before 1900, and three electives. One of the courses taken should be on the 300 level. The tutorial must consider a significant literary problem or question and demonstrate the relationship between English and the other subject in the major.

Minor Requirements:

6 courses including English 103 (Expository Writing II), English 222 (Shakespeare Survey), and at least two courses which cover materials in different historical periods before 1900.

102. Expository Writing I.

A practical course for students who need to improve their skills in grammar and usage, in digesting and arranging ideas, in marshalling suitable evidence, in illustrating a point, in composing distinct paragraphs, and in commanding various appropriate means of reaching an intended audience.

103. Expository Writing II.

A continuation of Expository Writing I, a practical course extending work with the structures of essay forms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed Expository Writing I or who command the basic skills it covers.)

110. Literary Studies I: Content and Form.

Although the specific literary topic of the course changes from semester to semester, the aims remain the same: close reading; study of the elements of poetry, fiction, and drama, with emphasis upon the interrelationships of content and form; and introduction to critical approaches and to bibliographic methods and procedures culminating in the writing of a research paper. Open to freshmen and sophomores; recommended for all students contemplating an English major.

141. An Introduction to Descriptive Linguistics.

Descriptive linguistics aims to provide an understanding of language by analyzing language in its various uses. The course provides an introduction to the scientific study of language, analyzing and describing systems of sound, of syntax and of meaning. It deals primarily with contemporary American English, though data from other languages with different structures are also examined to provide perspective. Prerequisite: a basic knowledge of at least one other language, such as might be acquired by three or four years of study in high school or two in college or permission of the instructor.

184. Study of Black American Writers.

An analysis of works, significant in historical or literary terms, by major Black writers of the 19th and 20th centuries. The readings will reflect the works of outstanding Black writers in all genres: poetry, drama, autobiography, the novel, and the essay. (See also Black Studies.)

210. Early British Literature.

A study of major Anglo-Saxon and Medieval English literature in translation, including the epic, courtly romance, fable, allegory, and cycle drama.

211. Renaissance Literature.

A study of Elizabethan humanism, cosmology, and aesthetics with emphasis on the writings of Sidney, Spenser, Marlowe, Donne, Milton, and others.

213. Eighteenth-Century English Literature.

Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose, and drama of the seventeenth and eighteenth centuries.

214. Nineteenth-Century English Literature.

A study of works representative of important cultural developments in England from romanticism to realism and the Art for Art's Sake movement. Keats, Browning, Fitzgerald, Dickens, E. Brontë, Hardy, Arnold, and Wilde.

215. Twentieth-Century Literature.

A study of major British and American writers from World War I to the present, including Eliot, Joyce, Woolf, Yeats, Faulkner, Stevens, and Bellow.

216. Major American Writers I.

A study of cultural and literary developments in America, culminating with the American Renaissance.

217. Major American Writers II.

A continuation of English 216, with emphasis on such figures as Whitman, Dickinson, Twain, James, Faulkner, and Frost.

221. Chaucer.

A close study in Middle English of the *Canterbury Tales*, *Troilus and Criseyde*, and the shorter poems, with attention to the form, content, language, and cultural background. Prerequisite: English 210 or permission of the instructor.

222. Shakespeare Survey.

A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art.

230. Eighteenth-Century English Novel.

A study of the antecedents of the novel and its development as a literary form in the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen.

231. Nineteenth-Century English Poets.

A study of the major works by the chief poets of the Romantic and Victorian eras.

232. Nineteenth-Century English Novel.

A study of major nineteenth century English novels both as art and as reflection of the Victorian age.

235. The Nature of Tragedy.

An exploration of tragedy as a literary mode, as an informing spirit, and as a philosophical problem. The course focuses on critical definitions of tragedy from Aristotle to the present and includes a study of representative Greek and Elizabethan tragedy, domestic tragedy, and tragic fiction.

236. The Nature of Comedy.

An exploration of comedy as a literary mode, as an informing spirit, and as a philosophical problem. The course will consider the practice of comedy in all literary genres and theories of comic composition. Among the writers discussed will be Aristophanes, Boccaccio, Cervantes, Shakespeare, Moliere, Wilde, and Shaw, as well as theoretical writings by such critics as Bergson, Aristotle, Langer, and Frye.

History

240. Classicism, Romanticism, and Realism.

A study of three major attitudes toward art and life through analysis of Greek drama and comparative European literature and painting of the eighteenth, nineteenth, and twentieth centuries.

243, 244. Imaginative Writing I, II.

A student in this course is expected to present a selection of her work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Reading concentrates on contemporary prose and verse. Fall Term will concentrate on the composition of prose fiction, the Spring Term will concentrate on the composition of poetry.

321. Milton and the Metaphysicals.

A study of the major works of Milton, Donne, and lesser-known metaphysical poets of seventeenth-century England.

322. Special Topics.

Upper-level seminar with alternate topics dependent upon faculty and student literary interests. 1984-85 topics: Shakespeare's "Problem" Plays and "The Brontës."

338. Principles of Literary Criticism.

A course designed to extend critical abilities and to heighten appreciation of literature and of the art of criticism by the study of literary theory and critical methods and by the application of critical principles.

501, 500, 502. Independent Study.

603-604. Tutorial.

A two-semester investigation of a significant literary problem.

Major Requirements:

12 courses including History 101-102, at least two courses in United States History, at least two courses in European History beyond History 101-102 and the tutorial. It is also required that students majoring in history take at least four history courses at the level of 200 or above exclusive of the tutorial.

Interdepartmental Major Requirements:

A minimum of eight history courses including History 101-102, plus a tutorial with some historical dimension. Four of these courses, excluding the tutorial, must be at the 200 level or above.

Minor Requirements:

A minimum of six history courses including History 101-102 or 151-152. Two of these courses must be at the 200 level or above.

Corollary Requirements:

Students majoring in history are required to take at least five courses in either one of two corollary tracks:

Humanities: These courses will include at least one course chosen from Art 133 or 134, at least one course chosen from Philosophy 223, 224, 225 or 226; and at least one course in the English Department at the level of 200 or above.

Social Relations: These courses will include Political Science 211 and at least one course each in economics, political science, psychology and sociology/anthropology. Modification of this corollary track requirement may be made in the case of students who transfer into the college after the freshman year.

101. The History of Western Civilization to 1648.

The ethics and organization of European life from its Judaeo-Christian and Graeco-Roman roots up to the early modern period. The cultural heritage of Mediterranean Antiquity, the Christian and Islamic Middle Ages, the Renaissance, and the Reformation will be studied in conjunction with an examination of their political, social, and economic structures.

102. The History of Western Civilization Since 1600.

A survey of the various aspects of Europe's transformation from feudal agrarian and simple commercial life into advanced industrial capitalism, and from traditional hierarchies to present forms of centralized bureaucratic government. The course will also examine the contributions of science, technology, and the arts.

130. British Architecture and Related Social History.

The purpose of this course is to examine the evolution of British architecture from the earliest times until the present, and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter.

138. The Roles and Status of Women in Historical Perspective.

The status of women in America today is the product of several thousand years of accumulated attitudes and conditioning. This course traces the roots of many modern myths and assumptions unfavorable to women. Attitudes held toward women and by women are considered, including evidence of resistance to subordinate status.

151. United States History, 1600-1865.

The course aims to establish a fundamental knowledge of United States history from the time of European incursion to the Civil War. The parameters and patterns of colonial life, the background and causes of the American Revolution, the establishment of the new nation, the nature of Jacksonian politics and society, and the sectional differences that resulted in the Civil War will be examined.

152. United States History Since the Civil War.

This course attempts to develop an understanding of the forces which have shaped modern America. Beginning with Reconstruction, the course moves on to an examination of the changes wrought by the social forces of industrialization, urbanization and immigration, and the responses to those changes as expressed by groups such as the Populists and the Progressives. This course will trace the origins of the general Welfare State and the United States as a world power. Readings will include a textbook and a set of primary documents.

153. Pittsburgh Social History and Architecture.

An examination of how Pittsburgh evolved from frontier town, to emporium of westward expansion, to manufacturing city, to modern metropolis. Particular focus upon how people lived (worked, played, shopped, traveled, etc.) within the city, and how the city became more liveable. Also emphasis upon topography and architecture — the setting for human activity.

156. Women in United States History 1890-1945.

The course examines the place of women in U.S. life in the urban-industrial era; the manner in which women then perceived themselves; and the positions assigned them by a society experiencing great social change. Some of the topics to be considered include women and war, women as immigrants, working class women, women's education, and women as reformers. Readings will be drawn from primary materials such as travel accounts, College archives, and popular media. Students are required to develop evaluative and research skills.

158. History of Sport.

The course surveys the history of sport from pre-industrial society forward with a focus on the 19th and 20th centuries. Consideration of pro sport will be balanced by that of the games people play. Both yesterday's sandlots and today's moneyball will be placed in their socio-political contexts. Topics include women in sport, drugs, gambling and other abuses, and collegiate athletics. A major focus is the role of sport in the making of black Pittsburgh.

161. Fifties, Sixties and Seventies: Post World War II America.

Concentrating on the last three decades, the course examines the reformulation of American goals, and alteration of American life in the post-World War II era. The Cold War, the Civil Rights Movement, Vietnam, ecology and the Women's Movement will be highlighted. Special attention will be paid to cultural developments such as television.

173. Colonial Latin America.

This course covers pre-Columbian Indian society, the European conquest and subsequent colonial development. Topics include the evolution of the social structures within which Amerindians, Africans and Europeans lived and worked, colonial economies and labor systems, the wars for independence, and the area's relation to international political and economic dynamics.

187. Afro-American History.

Survey of the sagas of Afro-Americans from West Africa through slavery to emancipation in the United States. The course will examine some of the major political, social, and economic developments of the Black American in American civilization.

211. Medieval History.

A survey of western civilization from the fall of Rome to the High Middle Ages. The course will examine the origins and nature of feudal society in Europe, the process of urbanization, the rise of medieval thought, culture, and architecture. The course will also discuss the parallel significance of the rise of Islam and the legacy of Byzantine Europe.

212. The Renaissance and the Reformation.

An examination of the ways in which the traditions of Western Humanism, the development of a Renaissance style, and the secularization of politics and society contributed to the formative stages of the modern world. The course will then proceed to analyze the relationship between Renaissance thought and the Protestant Reformation with special emphasis on the issues of religion and politics.

216. The Age of Reason and Enlightenment.

A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course.

221. Europe in the Nineteenth Century.

After a brief overview of the ancient Regime, the course examines the two great revolutions which reshaped European society and politics in the nineteenth century, the French Revolution and the Industrial Revolution. Topics to be considered will range from the impact of these revolutions on the daily lives of Europeans to the gradual transformation of the parameters of European thought and culture.

222. Europe in the Twentieth Century.

The impact of World War I upon Europe, the crisis of democracy and the rise of totalitarian ideologies in the interwar period, and the decline of European influence in the world after the Second World War provide the focal points of the course. It will then explore the slow resurgence of Europe, prospects for European unity and revived European influence in international relations as a "third force."

230. History and Literature of London.

The class will read about London in history and literature, visiting the sites and experiencing the settings described in the readings.

232. The Constitutional and Legal History of England.

This course focuses upon the medieval and early modern origins of English constitutional and legal institutions and practices prior to 1776. English experience and precedent provide the origins of American concepts of law and citizens rights under law, as well as our legal and governing institutions.

241. The History of Russia.

A study of the origins of the Russian state and nation, the rise of Muscovy, and the emergence and transformation of the Russian Empire to the end of the nineteenth century. In addition to a discussion of politics and society, the course will examine Russia's rich cultural, intellectual and literary heritage with an emphasis on the formation of a revolutionary intelligentsia.

242. History of the Soviet Union.

The course will examine the origins and significance of the Bolshevik revolution, the role of Stalin and his successors in the transformation of the Soviet state, the Cold War and "detente," the prospects for a nuclear arms limitation treaty, and the issues raised by the Russian dissidents.

254. History of the American Revolution, 1763-1787.

This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events.

Mathematics

263. The Family in American History.

This course examines the major changes and continuities in family life in the United States since the colonial period. Topics include demographic patterns, family roles and functions, family structure, child-rearing attitudes and practices, and the success of the American family over time. Prerequisite: Western Civilization of U.S. History Survey.

264. Twentieth Century American Labor History.

Labor History studies how American workers, their work and consciousness have changed in the 20th century. It examines the changing composition of the workforce (race, ethnicity and sex), scientific management and technological change, the larger political/economic picture and situates workers' movements and struggles (from Homestead 1892 to the Miners for Democracy) within this context.

501, 500, 502. Independent Study.

603-604. Tutorial.

Major Requirements:

12 courses in mathematics, including Mathematics 327, 341, and the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Vocational goals, plans for graduate study, or teacher certification requirements should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: e.g., logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

Placement in mathematics courses:

Because of the sequential nature of mathematics and the dependence on prerequisite skills, initial placement in introductory courses is an important concern. The Mathematics Placement Examination is administered at the beginning of the fall term and by appointment at other times. Recommendations on placement are sent to the student and the student's adviser. The Mathematical Skills Program provides opportunity for development of mathematical skills prerequisite to enrollment in introductory courses in mathematics. Upon completion of the Mathematical Skills Program a notation is made on the student's transcript. After a student has completed the Mathematical Skills Program, satisfactory completion of the Mathematical Skills Achievement Examination is required for enrollment in introductory courses in mathematics.



Interdepartmental Major Requirements:

An interdepartmental major combining courses in mathematics with courses in another department or program is arranged by a student in consultation with the student's adviser and the chairs of the departments concerned. Normally an interdepartmental major involves satisfactory completion of eight courses in mathematics, eight courses in the second department, and a tutorial which integrates the subject matter of the two departments. The selection of courses depends on the goals of the student and the expectations of the departments being combined. The courses in mathematics must include the sequence 101-102 and 221 or the sequence 107-108 and 221, as well as at least one 300 level course in mathematics. The proposed plan for an interdepartmental major is made formal in a memo signed by the student, the adviser, and the chairs of each department and filed with the Registrar.

Minor Requirements:

A minor in mathematics consists of six to eight courses in mathematics, including Mathematics 221. Courses in computer science, information science, or statistics may be included with permission of the department.

101. Elementary Calculus, Physics, Applications I.

Principles of measurement and data analysis. Coordinate systems. Formulation of mathematical models with examples drawn from physics, economics, biology, and psychology. Introduction to relations, functions, and vector calculus. Introduction to computer programming. Differentiation. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Two years of college preparatory mathematics and Mathematics 106 or equivalent.

102. Elementary Calculus, Physics, Applications II.

Development of Newtonian theory of motion. Application of differentiation, anti-differentiation, and integration to the solution of derivative equations and other problems arising in physics, economics, biology, and psychology. Selected topics in the history and philosophy of science and mathematics. Mathematics of growth and decline. Approximation techniques, Taylor polynomials. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 101 or equivalent.

105. Introduction to Modern Mathematics.

History and logical development of the real and complex number systems. Concepts of set theory. Geometric transformations. Introduction to the computer. Comparison and inequality, measurement and approximation. Equations and inequations, introduction to relations and functions. Coordinate geometry and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: Two years of college preparatory mathematics.

106. Numbers, Functions, and Graphs.

A link between secondary school mathematics and college-level calculus. Development of essential skills in geometry and algebra. Measurement and approximation. Coordinate systems. Relations and functions and their graphs. Introduction to the computer. Solution sets for equations and inequations. Analysis and solution of statement problems with applications to biology, chemistry, economics, management, and physics. Prerequisite: Two years of college preparatory mathematics and satisfactory demonstration of prerequisite skills on the Mathematics Placement Examination or the Mathematical Skills Achievement Examination.

107. Models, Calculus, and Decisions I.

Mathematics of finance. Matrices and their applications. Use of BASIC in solving some problems in finance and matrices. Linear programming. Functions. Linear and quadratic models, curve-fitting techniques, and their applications to economics and management. Exponential and logarithmic functions and their applications. Limits and continuity. Derivative and differential. Techniques of differentiation. Prerequisite: Mathematics 106 or equivalent.

108. Models, Calculus, and Decisions II.

Trigonometric functions and their derivatives. Application of derivatives to graphing functions and optimization. Anti-derivative and techniques of antidifferentiation. Definite integration and applications to economics and management. Prerequisite: Mathematics 107 or equivalent.

110. Elementary Statistics.

Statistical measures and distributions. Decision-making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: Two years of college preparatory mathematics.

115, 116. Problem Seminar.

Participants meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. $\frac{1}{2}$ course.

130. The Use of Mathematics for Personal Finance Decisions.

A mathematical approach to the planning and management of personal finances. Topics will include mortgages, real estate, personal income tax, consumer credit, insurance, and investments. (Knowledge of these topics will not be assumed.) The use of mathematics as an aid in the decision-making process will be emphasized.

160. Conceptual Foundations of Modern Astronomy.

Astronomy viewed as intellectual history. Development of astronomy to its contemporary state. Examination of evolution of astronomical concepts and views of the cosmos. Astronomy as exemplification of certain theories in the philosophy of science. Some contemporary astronomical concepts placed in historical and philosophical perspective.

212. Probability Theory and Applications.

Elements of probability theory, sample spaces, probability measures, probability functions, random variables, discrete and continuous distributions, regression analysis. Applications to statistical analysis and probabilistic models. Prerequisite: Mathematics 102 or 108 or equivalent.

217, 218. Mathematics Seminar.

A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. $\frac{1}{2}$ course.

221. Linear Algebra.

Finite dimensional vector spaces; geometry of R^n ; linear functions; systems of linear equations; theory of matrices and determinants. Prerequisite: Mathematics 102 or 108 or equivalent.

222. Intermediate Analysis.

An introduction to multivariate calculus using vector spaces; partial differentiation and multiple integration; calculus of vector functions; applications to extremum problems and differential equations. Prerequisite: Mathematics 221 or equivalent.

251. Physics I.

Integrated lecture and laboratory course directed both to formulation of concepts of modern physics and to development of increasing proficiency in scientific method and problem-solving skills. Emphasis both on developing mathematical tools and on the foundations of physics and the dependence of physical concepts on these foundations. Topics. Multidimensional particle kinematics and dynamics, linear and angular conservation laws, linear and rotational rigid body dynamics, and a brief introduction to thermodynamics and sound as time permits. Three lecture periods and one self-scheduled laboratory per week. Prerequisite: Mathematics 102 or 108, or equivalent

252. Physics II.

Application of the mathematical and conceptual tools developed in Physics I to theories of gravitation, electricity, and magnetism. Atomic and nuclear theory as time permits. Three lecture periods and one self-scheduled laboratory per week. Prerequisite: Mathematics 251 or equivalent

255. History and Philosophy of Mathematics.

Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 107 or equivalent.

261. Computer-Based Numerical Techniques and Mathematical Models.

Mathematical models of systems from the natural and social sciences. Numerical techniques for solution of mathematical equations or systems. Computer programming. Prerequisite: Mathematics 102 or 108 or equivalent

327. Advanced Analysis I.

Foundations for abstract analysis, development of computational skills needed to treat many applications. Sequences, series, limits, continuity, differentiation, Riemann integration, differential equations, improper integrals. Prerequisite: Mathematics 222 or equivalent.

328. Advanced Analysis II.

Continuation of Mathematics 327. topology of \mathbb{R}^n , vector calculus, multiple integrals, line integrals, differential equations, introduction to functions of a complex variable. Prerequisite: Mathematics 327

341. Abstract Algebra I.

Introduction to elements of modern abstract algebra including rings, groups, and fields. Prerequisite: Mathematics 221 or equivalent.

342. Abstract Algebra II.

Advanced treatment of linear algebra with application to geometry. Prerequisite: Mathematics 241.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Modern Languages

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

Major Requirements in French:

10 courses in French including the tutorial. French 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in French literature and/or civilization.

Major Requirements in German:

10 courses in German including the tutorial. German 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in German literature and/or civilization.

Major Requirements in Spanish:

10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in Spanish literature and/or civilization.

Interdepartmental Major Requirements:

8 course units in one language, at least six of which must be at the 200 level or above.

Minor Requirements:

Minors are available in German, French, Russian, and Spanish. The minimum requirements are six course units beyond the 100 level, at least two of which must be in literature courses in the appropriate language. A student may earn exemption from a maximum of two of the six units required by appropriate achievement on the proficiency examination administered when the student first enters Chatham. Minor language programs are normally designed in consultation with a member of the department.

French

101. Elementary French I.

An introduction to understanding, speaking, reading and writing.

102. Elementary French II.

Continuation of French 101. Prerequisite: French 101 or departmental placement.

127. French Literature in Translation: Evil and Madness in the Age of Reason.

A study of French works of the eighteenth century which show the fascination with evil deviants, the occult, and the irrational in a century renowned for enlightenment. Readings from Cazotte, Diderot, the Marquis de Sade, and Laclos, among others, will be included. Given in English. Not considered part of French major.

140. Paris: The Study of a City.

A study of Paris as the ever-prevailing center of French culture and civilization: its role in French life and history; its growth and development, its political, economic, and artistic importance, city-planning and 20th-century urban problems; decentralization. Profiles of the city: its inhabitants, its geography, architecture, museums, schools, theatres, parks, restaurants; its municipal government, transportation, industries, commerce, tourism. Teaching materials, slides, brochures, maps, newspapers, illustrated books and magazines. Individual research explorations. May apply to French major and may replace French Civilization. Given in English. Students taking the course for major credit required to do outside readings and reports in French.

150. Cherchez la Femme.

An analysis of the myths and stereotypes characterizing and determining the various roles of women in French literature from the sixteenth to the nineteenth centuries. Selections from Moliere, Stendhal, Flaubert, and Zola will be included. All readings and class sessions in English. This course is not considered part of the French major.

160. Simone de Beauvoir.

A study of France's most celebrated woman of letters, author of the feminist classic *The Second Sex*, co-originator with Jean-Paul Sartre of the major French school of existentialist philosophy, biographer, essayist, and Goncourt prize-winning novelist. All readings and class sessions in English. Not considered part of the French major.

203. Intermediate French I.

A review of basic French grammar and an expansion of French vocabulary. Readings in aspects of French civilization. Practice in speaking and writing. Prerequisite: French 102 or departmental placement.

204. Intermediate French II.

A continuation of French 203. Prerequisite: French 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written French, emphasizing grammar and style. Translation from English texts and free composition. Prerequisite: French 204 or departmental placement.

207. Conversation.

Conversation, discussion, and debates on topics of timely interest, reinforced by short written resumes, stressing accuracy of expression and using a practical, up-to-date vocabulary. Prerequisite: French 204 or departmental placement.

208. Conversation.

Class discussion based on selected writings, accompanied by oral and written reports, may serve as introduction to advanced courses in French literature. Prerequisite: French 204 or departmental placement.

212. Prose I. Writers from 1500-1700.

A study of selected prose writings of the major literary figures of the 16th and 17th centuries, including novels, essays, letters, memoirs, and works of moral persuasion. Prerequisite: French 207, 208, or departmental placement.

213. Prose II. Writers from 1700-1850.

A study of selected prose writings of the major literary figures of the 18th and 19th centuries, including novels, contes, lettres, philosophiques and dramatic theory. Prerequisite: French 207, 208, or departmental placement.

214. Prose III. Writers from 1850-1950.

An examination of the major literary movements of the mid-nineteenth and twentieth centuries, including representative novelists, short story writers, and theoreticians. Prerequisite: French 207, 208, or departmental placement.

215. Poetry I. Poetry from Villon to Baudelaire.

The history and development of French poetry from the Renaissance to the Romantic era. Prerequisite: French 207, 208, or departmental placement.

216. Poetry II. Poetry from Baudelaire to Apollinaire.

Detailed study of representative poems from *Les Fleurs du Mal*, the Parnassian and Symbolist poets, and early 20th century notables. Prerequisite: French 207, 208, or departmental placement.

217. Theatre I. Theatre from the Middle Ages to 1700.

The history and development of the French theatre from its beginnings to the end of the 17th century, with emphasis on selected plays of Corneille, Racine, and Moliere. Prerequisite: French 207, 208, or departmental placement.

218. Theatre II. Theatre from 1750-1950.

A comprehensive study of the nineteenth century theatre and its transformation and development into the present-day "theatre of the absurd." Readings range from the revolutionary *Preface de Cromwell* and *Hernani* of Hugo through *Ubu Roi* of Jarry to a major representative work of Beckett and Ionesco. Other dramatists such as Musset, Becque, Giraudoux, Anouilh, Sartre, and Camus will be treated. Prerequisite: French 207 or departmental placement.

219. French Civilization.

The cultural heritage of France: The interrelation of its customs, institutions, arts, and letters. Prerequisite: French 207 or departmental placement.

221. Seminar: Explication de Texte.

A study of the French method of literary analysis. Oral and written presentations based on prose and poetry selections from the sixteenth century to the present time. Recommended for majors. Prerequisite: French 208 or departmental placement.

222. Seminar: French Literary Criticism.

A study of major French authors as seen by French literary critics from Stendhal to the members of "la nouvelle critique" of the present day. Prerequisite: French 208 or departmental placement.

225. Seminar: Montaigne, Diderot, Stendhal.

A comprehensive and detailed study of selected works of Montaigne, Diderot, and Stendhal against the historical and political background, with emphasis on their exploration of the self, their concepts of human nature, and their search for happiness.

501, 500, 502. Independent Study.**603-604. Tutorial.**

German

101. Elementary German I.

An introduction to understanding, speaking, reading, and writing German. As part of a new language learning experiment, German 101 will meet for ten scheduled class hours weekly, in addition to two hours weekly in the language laboratory. No home work assignments or other outside preparation will be required.

102. Elementary German II.

Continuation of German 101. Prerequisite: German 101 or departmental placement.

203. Intermediate German I.

A review of basic German grammar and an expansion of German vocabulary. Readings in aspects of German civilization. Practice in speaking and writing. Prerequisite: German 102 or departmental placement.

203. Intermediate German II.

A continuation of German 203. Prerequisite: German 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 20 or departmental placement.

211, 212. Survey of German Literature.

An introduction to the development of German literature from the Old High German period to the present. 211: from the 9th to the 19th century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. 212: the 19th and 20th centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 204 or departmental placement.

215. German Civilization.

The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and letters. Prerequisite: German 204 or departmental placement.

245. The Classical Period.

An introduction to the historical and cultural context of German Classicism. Reading of representative works of Lessing, Goethe, Schiller and Hoelderlin. Prerequisite: German 211 and 212 or departmental placement.

250. German Romanticism.

A study of the Romantic Movement in Germany with particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 211 and 212 or departmental placement.

255. Modern German Literature.

A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Boell. Prerequisite: German 211 and 212 or departmental placement.

320. Seminar.

Studies in particular areas of German literature, language, and culture. Prerequisite: Two courses beyond German 204 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

Russian

101. Elementary Russian I.

An introduction to understanding, speaking, reading, and writing Russian.

102. Elementary Russian II.

Continuation of Russian 101. Prerequisite: Russian 101 or departmental placement

203. Intermediate Russian I.

A review of basic Russian grammar and an expansion of Russian vocabulary. Readings in aspects of Russian civilization. Practice in speaking and writing. Prerequisite: Russian 102 or departmental placement

204. Intermediate Russian II.

A continuation of Russian 203. Prerequisite: Russian 203 or departmental placement

205. Grammar and Composition.

An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 204 or departmental placement

207. Conversation.

An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 204 or departmental placement

211, 212. Survey of Russian Literature.

An introduction to the literature of the nineteenth and twentieth centuries. 211: Pushkin through Chekhov, the Golden Age, the great realistic novelists, the short story. 212: Gorki through Yevtoushenko — fifty years of Soviet literature. Lectures and discussions of the texts and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 204 or departmental placement

215. Russian Civilization.

The cultural heritage of Russia: The interrelation of its customs, institutions, arts, and letters. Prerequisite: Russian 204 or departmental placement

226. Russian Masterpieces in Translation.

Representative works of the great Russian writers of the twentieth century, including Chekhov, Pasternak, Solzhenitsyn, Gladkov, and prose writings of the Symbolist movement

227. Dostoevsky in Translation.

A comprehensive study of Dostoevsky's works beginning with his first novel *The Poor Folk* and culminating in *The Brothers Karamazov*. The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment*, *The Idiot* and *The Possessed*.

228. Solzhenitsyn in Translation.

A study of Solzhenitsyn's major works against the historical and political background, beginning with *One Day in the Life of Ivan Denisovich*, and including *The First Circle*, *Cancer Ward*, and *Gulag Archipelago*.

229. Tolstoi in Translation.

A study of Tolstoi's works, beginning with his first novel, *Childhood*, and progressing to such masterpieces as *War and Peace* and *Anna Karenina*. Some of Tolstoi's philosophical and religious works will also be read and analyzed.

501, 500, 502. Independent Study.

Spanish

101. Elementary Spanish I.

An introduction to understanding, speaking, reading, and writing Spanish.

102. Elementary Spanish II.

Continuation of Spanish 101. Prerequisite: Spanish 101 or departmental placement.

130. Spanish in Mexico.

The program entails travel to Colima, Mexico, where the students will study the Spanish language and culture under the direction of their instructor, who will accompany the group. Participants will be housed at the Hacienda El Cobano and social contact with the people of El Cobano and the city of Colima will be emphasized. Field trips to the University of Colima (The Museum of Anthropology and History) and to the beach at Manzanillo are included, in addition to other field trips which will be planned as opportunities and funds permit. Prerequisite: Permission of the instructor.

203. Intermediate Spanish I.

A review of basic Spanish grammar and an expansion of Spanish vocabulary. Readings in aspects of Spanish civilization. Practice in speaking and writing. Prerequisite: Spanish 102 or departmental placement.

204. Intermediate Spanish II.

A continuation of Spanish 203. Prerequisite: Spanish 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written Spanish, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Spanish 204 or departmental placement.

207, 208. Conversation.

An intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 204 or departmental placement.

209. Spanish Phonetics.

The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 204 or departmental placement.

211, 212. Introduction to Spanish Literature.

An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 204 or departmental placement.

215. Spanish Civilization.

The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 204 or departmental placement.

216. Spanish American Civilization.

The ethnic inheritance, culture, ecology, institutions, class structure, concepts of reality, and current problems in Spanish America. The influence of the Colonial period will be traced in various aspects of present day culture. Prerequisite: Spanish 204 or departmental placement.

217, 218. Spanish American Literature.

An introduction to the most significant literary works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism and the contemporary period. Prerequisite: Spanish 212 or departmental placement.

241. Spanish Literature of the Golden Age: Drama.

The major works of Lope de Vega, Tirso de Molina, Calderon de la Barca, and their contemporaries. Prerequisite: Spanish 212 or departmental placement.

242. Spanish Literature of the Golden Age: Non-Dramatic.

Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Gongora. Prerequisite: Spanish 212 or departmental placement.

251. Spanish Literature of the Nineteenth Century.

A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 212 or departmental placement.

255. Spanish Literature of the Twentieth Century.

The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 212 or departmental placement.

501, 500, 502. Independent Study.**603-604. Tutorial.****Other Departmental Offerings****101. Elementary Italian I.**

An introduction to understanding, speaking, reading, and writing Italian.

102. Elementary Italian II.

Continuation of Italian 101. Prerequisite: Italian 101 or departmental placement.

101, 102. Introduction to Latin.

An accelerated, comprehensive presentation of Latin grammar, syntax, and vocabulary, exemplified in excerpts from writers of the classical period. Latin elements in English stressed. Recommended for pre-med and pre-law students.

130. The Holocaust.

A study of the Holocaust — the murder of six million Jews by the Nazis — primarily from the perspective of imaginative literature. Emphasis on developing an understanding of the Holocaust as part of a historical continuum in which contemporary American forms of racism have their place.

141. An introduction to Descriptive Linguistics.

Descriptive linguistics aims to provide an understanding of language by analyzing language in its various uses. The course provides an introduction to the scientific study of language, analyzing and describing systems of sound, of syntax and of meaning. It deals primarily with contemporary American English, though data from other languages with different structures are also examined to provide perspective. The study of linguistics is valuable to students of the behavioral sciences, and of languages and literatures, as well as to students preparing for elementary or secondary school teaching. Prerequisite: a basic knowledge of at least one other language, such as might be acquired by three or four years of study in high school or two in college, or departmental placement.

203. Intermediate Italian I.

A review of basic Italian grammar and an expansion of Italian vocabulary. Readings in aspects of Italian civilization. Practice in speaking and writing. Prerequisite: Italian 102 or departmental placement.

204. Intermediate Italian II.

A continuation of Italian 203. Prerequisite: Italian 203 or departmental placement.

Major Requirements:

14 courses, including the tutorial. Students majoring in music are required to take Music 101, 106, 223, 224, 303, two electives to be selected from the following courses: 108, 112, 115, 121, 116; and four courses in applied music and the tutorial.

All majors in music must demonstrate keyboard ability no later than the end of the sophomore year. Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student. For students majoring in music, four course units of applied music may be taken in the junior and senior year without fees. (See page 16, Applied Music fee.)

Interdepartmental Major Requirements:

With the permission of the Music Department, the student wishing to engage in an interdepartmental major must design a tutorial related to the field of music as well as the area of the other department. Additionally, she would be required to fulfill the requirements for a minor in music.

Minor Requirements:

If prior musical experience can be demonstrated, a student with a major in another department may minor in music. With the permission of the Music Department, the student minoring in music should successfully complete four units in Applied Music in her junior and senior years, as well as Music 223-224 and two courses from the History and Literature of Music (108, 112, 115, 121, and 116).

Materials of Music

101. Harmony and Theory of Music.

A basic course in the theory of tonal music, covering scales, chords, rhythmic structure, and the elements of melodic design. Recorded examples will be drawn from simple folk songs and progress to more complex musical structures.

History and Literature of Music

103. Introduction to Music Literature: The Vocal Forms.

This is a survey course of choral music, opera, and solo song from their earliest forms up to and including the recent forms of the twentieth century.

106. The Art of Music.

A basic course in the appreciation of music from the Baroque Period to the early twentieth century. Historical parallels between music and variously related arts, such as painting, architecture, literature, and drama will be investigated. Examples from both American and European music will be used throughout the course.

108. Instrumental Music.

This is a non-technical course which will deal with instrumental music of the Western tradition. Consideration will be given to its origins in song and dance as well as to the independent entities of later style periods. Selected media will be studied for an understanding of various concepts of music for instruments.

111. Music of the Renaissance.

A detailed look at the music of the Renaissance period, both vocal and instrumental, secular and sacred, with emphasis on stylistic features important to later periods of music.

112. Music in America.

The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture.

113. Baroque Masters: Bach and Handel.

A comprehensive view of representative and significant music of these composers and their stylistic contributions to the Baroque period.

114. Viennese Classical Music.

Study of representative works by Haydn, Mozart, and Beethoven encompassing the significant features of eighteenth and early nineteenth century music.

115. Opera in the Nineteenth Century.

The course examines Italian, French, and German operas written by the major nineteenth-century opera composers, including Verdi, Gounod, and Wagner, among others.

116. The Solo Song.

An investigation of the musical literature written for the solo voice, beginning with a brief examination of appropriate works of the Middle Ages, Renaissance, and Baroque Period, and then concentrating on German lieder, French art song, and songs by various nationalist and twentieth-century composers.

118. Music of the Nineteenth Century.

A presentation of important orchestral and choral works of the Romantic period.

121. Non-Western Music: The Hunters.

Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups

126. Pianos, Pianists and Piano Playing.

This course involves a survey of the history and literature of the pianoforte. It includes a study of the design of the instrument as it evolved into the modern hammerklavier and a summary of some of the musicians who defined the performance traditions related to it

223, 224. History of Music.

The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term

231. Writing on Music.

A course to introduce the student to the processes of music criticism through the study of current and historical examples of writing on and about music, its performance and its composition. Listening to music in many styles and periods, and transforming that experience into a verbal form will be emphasized

303. Form and Analysis.

An intensive examination of music from a wide range of periods and styles. Consideration of relationships of harmony, instrumentation, and melody to the work's form, as well as how outstanding composers have or have not fulfilled the standard definitions of sonata, rondo, fugue, variation, and other forms. Prerequisite: Music 101 or equivalent

Applied Music

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one hour lesson per week plus a minimum of eight hours practice per week. A ½ course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. Voice.

Sec. A ½ course. Sec. B 1 course.

133, 134. Piano.

Sec. A. ½ course. Sec. B 1 course

135, 136. Organ.

Sec. A. ½ course. Sec. B 1 course.

137, 138. Violin.

Sec. A ½ course. Sec. B 1 course.

141, 142. Viola.

Sec. A ½ course. Sec. B 1 course.

143, 144. Orchestral Instruments.

Sec. A ½ course. Sec. B 1 course.

151, 152. Choir.

Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two-hour rehearsals per week. ½ course.

153, 154. Instrumental Ensemble.

Preparation and performance of chamber music for various ensembles. ½ course.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Philosophy and Religion

Major Requirements:

Twelve courses in philosophy including Introduction to Philosophy: Philosophical Issues (Philosophy 113), Logic (Philosophy 119), at least three courses in the History of Philosophy sequence, and the tutorial. It is expected that the tutorial will culminate in a long research or critical philosophical paper. Students planning to major in philosophy should take Introduction to Philosophy (113) and Logic before enrolling in other courses in philosophy.

Interdepartmental Major Requirements:

The department specifies only minimal requirements of the interdepartmental major, assuming that the interests and needs of those coming from the Sciences and Social Sciences may be quite different from the interests and needs of those coming from the Arts and Humanities. Consequently, an attempt is made to plan a program that is appropriate for the individual. The interdepartmental major, however, must take Introduction to Philosophy (113), Logic (119), at least two courses in the History of Philosophy sequence, and five other courses in philosophy.

Minor Requirements:

Introduction to Philosophy (Philosophy 113), Logic (Philosophy 119), two courses from the History of Philosophy sequence, and three other courses in philosophy.

Philosophy

100. Introduction to Critical Thinking.

This course is designed to improve reading, writing, speaking, and thinking through the recognition, evaluation, and construction of arguments. Students will learn the technique of refutation by logical analogy, become familiar with common informal fallacies, and practice formulating their own arguments. This is an elementary course intended primarily for students who need practice in critical thinking before entering Logic (Philosophy 119) or advance work in the social sciences and humanities. This course does not count toward the major in philosophy and is not a substitute for Philosophy 119.

113. Introduction to Philosophy: Philosophical Issues.

An introduction to philosophy primarily for freshmen. Readings, lectures and discussions focused on some of the perennial problems of philosophy. The course will examine such issues as the relation of mind and body, the nature of knowledge, freedom and determinism, the existence of God, immortality, and moral responsibility.

119. Logic.

An introduction to the principles of deductive logic through training in the evaluative techniques of contemporary symbolic logic, including argument symbolization, proof construction, and truth tables.

130. Philosophy of Education.

A discussion oriented study of some of the normative questions and issues arising from philosophical reflection on education. For example: What is "education"? Is the aim or goal of education to teach skills, to communicate information, to "develop" the student, or to socialize the student? What role do value judgements play in theories of education, in teaching models, etc.? This course is open to any student who is interested in reflecting upon education.

141. Philosophy and Women's Issues.

An examination of classical and contemporary treatments of philosophical issues of particular relevance to women. Topics discussed may include equality, freedom, social roles, sexism, feminism, love, sex, marriage, family, work, education, and preferential treatment.

155. Issues in Social Ethics.

An introduction to the application of ethical thinking to social problems. Topics will vary annually but may include: biomedical issues (e.g. abortion, euthanasia), feminist issues (work, sexuality, family), business issues (profit motive, advertising), international issues (wealth distribution, population, war), and environmental issues (energy policy, animal rights)

171. Ethical Perspectives and the Meaning of Existence.

An examination of writings by several influential philosophers (for example, Job, Socrates, Augustine, Kant, and Buber) who have attempted to interpret the perplexity and ambiguity of experience in moral terms in order to understand, perpetuate, and enhance a sense of the meaning and value of human existence.

200. Biomedical Ethics.

This course is concerned with the ethical issues which have arisen from recent biomedical innovations, or which may arise from future innovations. Among the topics discussed are: new definitions of death and personhood, killing versus letting die, allocation of scarce medical resources, organ transplants, genetic engineering, the psychiatric control of human behavior, and new and projected techniques of human sexual and asexual reproduction.

205. Introduction to Social and Political Thought.

An introductory exploration of the fundamental normative questions of politics and social life. The course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom, equality, and justice in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

215. Business Ethics.

This course explores some of the ethical and normative dimensions of current business practices. After examining several ethical theories, it addresses the moral dilemmas and value conflicts which arise both within an organization and between an organization and society. Case studies and controversial readings are used to focus discussion. Prerequisite: Sophomore standing or permission of instructor.

221. Philosophy of Law.

An intensive study of legal philosophy. Topics discussed will include: general legal theory; the end, definition, and function of the law; judicial reasoning, rights and obligations; obedience; liability and responsibility; property; and justice. Special attention will be given to two topics: law and morality, and the moral justification of punishment. Some prior philosophy, especially Philosophy 205, is recommended.

223. History of Philosophy: Ancient Philosophy.

An exploration beginning with Homer of the Greek sensibility as the beginning of Western culture and as it relates to contemporary thought. Discussion will center on selected works of Homer, Parmenides, Heraclitus, Plato, and Aristotle.

224. History of Philosophy: Medieval Philosophy.

Readings in Christian, Islamic, and Jewish philosophy from Augustine to Ockham.

225. History of Philosophy: From Descartes to Kant.

Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed an introductory course in philosophy.

226. History of Philosophy: The Nineteenth Century.

An exploration of the major themes in philosophy during the nineteenth century (e.g., Idealism, Existentialism, Utilitarianism, Marxism) as seen in the works of Hegel, Schopenhauer, Nietzsche, Kierkegaard, Mill, and Marx.

251. Philosophy of Art.

This course will examine critically and historically the concepts of beauty, aesthetic experience, and art, and explore their relations to each other as well as their implications for the nature of reality, man, morality, religion, and society.

254. Philosophy of Religion.

A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion.

257. Contemporary Philosophy.

A seminar of selected readings from twentieth-century philosophers. Topics discussed may include philosophy, language, meaning, truth, logic, knowledge, justification, mind, and perception. Prerequisites: Philosophy 119 and an introductory course in philosophy.

259. Existentialism.

An exploration beginning with Dostoevsky's *Notes from the Underground* of the existential philosophies through selected writings of Dostoevsky, Kierkegaard, Nietzsche, Jaspers, Tolstoy, Camus, Sartre, and Heidegger.

272. American Philosophy.

Through readings, lectures, and discussions this course explores some of the most influential philosophical and religious ideas developed in America. Beginning with Jonathan Edwards' approach to traditional theological themes, the course will focus particularly on the creative efforts of such men as William James and Josiah Royce to deal with the philosophical and religious problems raised by the theory of evolution and other developments in science. During the final weeks of the course some themes that are currently important in American philosophy will be considered.

292. Philosophy of Mind.

A critical examination of such central issues in the philosophy of mind as whether human beings are more than matter in motion, whether there is some part of us that survives death, whether we have minds, whether minds and souls are the same, whether and how minds and bodies interact, and whether a person can know that other human beings have minds. Issues will be presented in historical perspective. The views of selected past philosophers will be discussed, but the positions of twentieth-century philosophers (e.g. philosophical behaviorism, identity theory, and person theory) will be emphasized.

294. Social and Political Philosophy.

This course will examine fundamental normative political principles and concepts as they are defined, analyzed, critiqued, and defended by contemporary political philosophers. The topics will be chosen from the following: authority, political obligation, liberty, rights, public interest, equality, justice, and democracy. Discussion of the reading material will be stressed, and students will be expected to become actively involved. Some previous work in philosophy is recommended.

321. Seminar on Art and Religion.

This seminar will explore, through philosophical and literary essays as well as the creative efforts of the students, some of the problems and claims which characterize the relations of the arts and religion, e.g., the relation of aesthetic and religious experience, the role of belief and knowledge in art and religion, and the metaphysical assumptions that are characteristic of each. Among the writers who will be considered are Hegel, Nietzsche, Freud, Santayana, Matthew Arnold, and Susanne Langer.

501, 500, 502. Independent Study.**603-604. Tutorial.****Religion****115. The Relevance of the Old Testament.**

An historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary forms, institutional structures, and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society.

162. The Prophetic Literature.

An intensive study of the Hebrew prophets, their lives and messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern forms, using a variety of approaches and authorities. Prerequisite: Course in Old Testament or permission of instructor.

189. Black Theology and Black Religion.

An examination of the interpretation of the Christian Church and its implications for the Black religious experience. Focus is on the Black Church as a principal agent of integration in the Black Community. (See also Black Studies.)

Physical Education

Sports

114. Fencing.

Footwork and foil work skills essential to a fencing bout will be studied. The concept of strategy is emphasized relative to skill level and performance of movement and coordination patterns. ½ course.

117. Racket Techniques — Tennis, Badminton, Paddle Tennis.

Skills, strategies, rules, and concepts essential to racket games with special emphasis on platform tennis and tennis. Participation in and observation of each sport is essential. ½ course.

119. Skiing — Conditioning and Techniques.

Exercises designed to improve overall physical fitness and endurance with special emphasis on knee and leg strength. Basic concepts of skiing techniques through the use of turf skis and dry-land skis. ½ course.

130. Emergency Care — Principles and Practices.

Knowledge and skills leading to prompt and efficient action when faced with sudden illnesses, injuries, and accidents. Effective first aid for life-threatening situations and the prevention of further injury.

150. Folk and Court Dancing.

History of Western European folk and court dances. Dances of late medieval, Renaissance, baroque, early American, and nineteenth-century times reconstructed. Appalachian square and circle dances, New England contra dances, English country dances, and dances of several European nations. Attention to the relationship of folk dancing to religious ritual, folklore, folk music, and folk culture.

151. Swimming-Aquatic Skills.

Emphasis on swimming and safety skills in water environment leading to further participation in aquatic activities as sailing, boating, canoeing, water skiing, surfing, and skin and scuba diving. ½ course.

152. Advanced Life Saving — American Red Cross.

Skills lead to safety in, on, and around water in order to care for oneself and the rescue of others. Prerequisite: Swimming skills test and permission of the instructor of the course. ½ course.

153. Water Safety Instructor — American Red Cross.

Methods of teaching swimming skills to others with emphasis on safe and skillful contact in, on, and around water. Prerequisite: Red Cross Advanced Life Saving certification. ½ course.

218. Intermediate and Advanced Tennis.

Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: Permission of the instructor. ½ course.

Dance

141. Introduction to Modern Dance.

For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the elements of dance (space, time, and force). Stress will be on the communicative aspects of dance movement.

143. Modern Dance II.

For intermediates. Intermediate technique, improvisation, and choreography. Prerequisite: Introduction to Modern Dance or permission of the instructor. ½ course.

148. Classical Ballet.

Techniques designed to challenge the body toward the aim of plastic beauty and dramatic expression. Four levels of competency: beginning, elementary, intermediate, advanced. ½ course.

149. Classical Ballet II.

This course is a continuation of Classical Ballet I. Emphasis is on individual student competency. There will be four levels: beginner, elementary, intermediate, and advanced. Prerequisite: Classical Ballet I or permission of the instructor. ½ course.

248. Classical Ballet III, Intermediate.

Increasing the mental awareness and physical efforts of all movements. Introduction of beats. Beginning pointe barre. Prerequisite: Ballet I and/or II or permission of instructor.

249. Classical Ballet IV, Advanced Intermediate.

More complex barre, center, adage, pirouette, allegro, and center pointe work. Possibly the study of variations from the classical repertory. Prerequisites: Ballet I, III, or permission of instructor.

501, 500, 502. Independent Study.

Political Science

Major Requirements:

12 courses in political science including the tutorial. All majors must complete Political Science 211; Philosophy 205; three courses from the following: 101, 103, 104, 108; and three additional courses at the 200 or 300 level.

Sociology-Anthropology 314 and Philosophy 221 and 294 may be taken for credit to the political science major. No more than one internship may count toward the major.

Interdepartmental Major Requirements:

8 courses in political science exclusive of the tutorial. All interdepartmental majors must complete Political Science 211; Philosophy 205; one course from the following: 101, 103, 104, 108; and two additional courses at the 200 or 300 level. Sociology-Anthropology 314 and Philosophy 221 and 294 may be taken for credit to the political science interdepartmental major. No more than one internship may count toward the major.

Minor Requirements:

6 courses in political science. All minors must complete Political Science 211; Philosophy 205; one course from the following: 101, 103, 104, 108; and two additional courses at the 200 or 300 level. Sociology-Anthropology 314 and Philosophy 221 and 294 may be taken for credit to the political science minor. No more than one internship may count toward the minor.

101. American Political Processes.

This course provides an introduction to the major elements of American politics: political parties, interest groups, decision-making bodies, and constitutions. These elements will be viewed in the context of present and predictable future forces of change operating in American society, and the demands which societal change is placing and will place upon the structure and operations of political institutions.

103. Introduction to Comparative Politics.

An introduction to the theories and concepts employed in comparative political studies, with emphasis on the political institutions and processes of the major democratic and non-democratic governments of Europe.

104. Introduction to International Relations.

A survey of significant patterns and trends in 20th-century world politics; modes of conducting relations among nations; instruments for promoting national interests; current problems of economic and political interdependence.

108. American Political Behavior.

An examination of patterns of political learning, political attitudes and beliefs, and voting behavior in contemporary America. Emphasis will be placed on the ways in which background characteristics of individuals (such as social class, sex, ethnicity, and age) and major political events and crises (such as war and depression) affect political attitudes and behavior.

201. The American Judicial Process.

This course examines the politics, processes and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Prerequisite: Political Science 101 or permission of the instructor.

203. Constitutional Law I: United States Government Powers and Relationships.

An examination of the role American courts have played in shaping governmental powers and relationships outlined in the Constitution. The course will consider the doctrine and use of judicial review, and the legal problems raised by separation of power between the national branches and by the division of power between nation and state. Special attention will be paid to the ways in which courts have affected the power of Congress over taxation and commerce and the domestic and international powers of the Presidency. These issues will be examined through an analysis of court decisions and through application of legal principles to hypothetical fact situations. Prerequisite: Political Science 101 or its equivalent and sophomore standing.

204. Constitutional Law II: Civil Liberties.

An examination of the role American courts have played in giving meaning and scope to rights and liberties protected by the Constitution. The course will consider rights of persons accused of crime; rights to free speech, press, and assembly; freedom of religious belief and practice; equal protection of the law; the right of privacy. These issues will be examined partly through consideration of the actual impact of such decisions on the political system. Examinations will require the student to apply principles to hypothetical fact situations. Prerequisite: Constitutional Law I or Political Science 101, sophomore standing, and permission of the instructor

211. Methods of Political and Social Research.

An introduction to the logic of social inquiry, research design, and methods of data collection used in behavioral political and social research. Topics to be covered include experimental and ex post facto research design plus techniques of surveys, observation, simulation, and content analysis. Students will construct their own survey research designs. Prerequisite: one 100-level course in political science or sociology-anthropology

212. Elementary Statistics and Computer Analysis in Political and Social Research.

An introduction to elementary applied statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects, and analyze this statistically using pre-packaged computer programs. Prerequisite: Political Science 211

213. Sex Discrimination and the Law.

An examination of past and present sources of discrimination experienced by men and women in the United States and a consideration of evolving patterns of equal protection and due process of law in recent local, state, and federal laws and court decisions. Employment, marriage, the right to privacy, and the possible impact of the Equal Rights Amendment are among the topics to be discussed. Prerequisite: Political Science 101 or permission of instructor

214. The Middle East in World Affairs.

This course offers a general appreciation of the twentieth-century historical context of current Middle Eastern issues and an even-handed understanding of international political problems in the Middle East by applying a "levels of conflict" approach (e.g., inter-Arab, Arab-Israeli, Cold War, consumer-producer). Prerequisite: Political Science 104 or permission of instructor.

217. International Law and Organization.

This course examines the role of international law and organization in world politics. The focus is on understanding how and why the body of international law and the network of organized international relationships developed, and what they contributed to managing such issues as military conflict, political change, and economic instability.

223. America in Vietnam, 1945-1975.

This course examines America's entry into, conduct of, and exit from the Vietnam War. Some consideration is given to opposition from 1965 to 1972, to literature, and to the war's legacy; but the emphasis is on perceptions of national interest and the political and military strategies conceived and executed. Prerequisite: Political Science 104 or permission of the instructor.

225. United States Foreign Policy.

Survey of factors and forces which shape the making and implementation of American foreign and defense policy. Emphases are on the perceptions of decision makers, the impact of the policy-making process on decisions, and actual policies since World War II. Prerequisite: Political Science 101 or 104, or consent of instructor.

226. Soviet Foreign Policy.

Analysis of the factors and forces which shape Soviet foreign and defense policy. Common assumptions about Soviet motives are weighed against actual behavior and assessed. Policy toward China, Eastern Europe, and the Third World is considered, with the primary focus being the Russian-American relationship since World War II. Prerequisite: Political Science 104 or consent of instructor.

228. Public Administration.

An examination of policy implementation in the U.S. at national, state, and local levels. Special attention will be given to agencies and individuals mandated to execute particular public policies, with the following objective in mind: a better understanding of (a) the relationships between structure and personnel on the one hand and policy implementation on the other; (b) the symbolic as well as practical aspects of policy implementation; (c) the interrelationships among executive agencies and between such agencies and legislatures and judiciaries as each participates in shaping and executing public policy. Prerequisite: Political Science 101.

229. Political Communication and Mass Persuasion in America.

An examination of the patterns of political communications and techniques of mass political persuasion in contemporary America. Of particular interest is the role of the mass media and computer technology as instruments of communication and persuasion in election campaigns and as shapers of the image of the American presidency. Prerequisite: One 100-level course in the social sciences or Communication.

302. Seminar in Political Communication.

The seminar examines areas of interest in the field of American political communication, including press coverage of political candidates and political leaders and communication strategies of those who are seeking and holding political office. Students are required to collect their own research data, analyze it in a research paper, and present it to the group. Prerequisite: Political Science 229.

322. Seminar in American Foreign Policy.

This is a reading seminar emphasizing both classic and major contemporary treatments of American foreign policy issues. An attempt is made to evaluate these writings using various analytical approaches to the study of foreign policy in general. Prerequisite: Political Science 225.

332. American Propaganda in the Two World Wars.

The seminar examines the content, techniques and strategies, and organization of American domestic propaganda during World War I and World War II. Of concern also is the debate during the war and interwar years over the necessity for war propaganda in a democracy. Prerequisite: Junior standing.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Psychology

Major Requirements:

12 courses in psychology including the tutorial. All majors must complete Psychology 101, 215, 220, and Individual Research. Four courses must be taken from the following 222, 224, 231, 232, 233, 241, and 252.

Interdepartmental Major Requirements:

8 courses in psychology exclusive of the tutorial. Interdepartmental majors must complete Psychology 101, 215, 220 and three from the following 222, 224, 231, 232, 233, 252.

Minor Requirements:

6 courses in psychology. All minors must complete Psychology 101, 215, 220 and two from the following 222, 224, 231, 232, 233, 252.

101. General Psychology.

An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment.

183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure. (See also Black Studies.)

215. Experimental Psychology.

This course examines the scientific method employed by the psychologist in the study of behavior. Lectures and laboratory experiments on learning and cognition, sensations and perception, and social psychology will be the topics to be reviewed in the course. Prerequisite: Psychology 101. 1½ course units.

220. Statistics and Research Design.

This course is designed to introduce students to an essential research tool. Topics to be included are frequency distributions, probability models, indices of central tendency, variability, and various inferential statistics. This course will also examine experimental design procedures with an emphasis on analysis of variance. Prerequisite: Psychology 101, 215 and Mathematics 106. Upperclass students may register with permission of the instructor.

222. Learning, Memory, and Cognition.

An overview of empirical research and theories concerned with instrumental learning, classical conditioning, verbal learning, attention, memory, transfer, problem solving, and thinking. Prerequisite: Psychology 101.

224. Motivation.

A survey of the concepts and data related to the arousal and direction of behavior. Prerequisite: Psychology 101.

231. Social Psychology.

A survey of human and animal behavior in a social context. Prerequisite: Psychology 101.

232. Personality.

A survey of modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant theories of personality. Prerequisite: Psychology 101.

233. Abnormal Behavior.

A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of distributed behavior. Prerequisite: Psychology 101.

241. Psychobiology.

An examination of the biological correlates of behavior. Emphasis will be placed on the central nervous system, its structure, organization, and function. Specific topics considered are sleep, learning, memory, sexual behavior, motivation, and complex processes such as thought and language. Prerequisite: Psychology 101.

252. Principles of Child Development.

The course is a general introduction to theories and methods of developmental psychology. The course covers patterns and possible mechanisms of behavioral development from conception through adolescence. Discussion of research techniques is supplemented by observation in local child study laboratories and child care centers. Prerequisite: Psychology 101.

305. Exceptional Child.

A developmental approach is taken to the study of exceptional children. Theories of normal development provide a framework for special development. Diagnosis and assessment procedures are evaluated. Exceptional children include those with physical and/or learning disabilities, those who are mentally retarded or gifted, as well as those with emotional or behavioral difficulties. This course will include field experience. Prerequisite: Psychology 101 and 252.

310. Industrial Psychology.

The course examines psychological principles and methods as they apply to industry and organizations. Topics to be included are personnel selection, performance assessment, development and training, attitudes and motivation, and human factors. Prerequisites: Psychology 101 and 215.

315. Practicum in Psychology.

Interviewing, listening and counseling skills are discussed and practiced. Major approaches to the evaluation and modification of behavior are examined, as are methods of enhancing life and work experiences. In addition to class time, students will spend one-half day per week in human services agencies. Prerequisites: Psychology 101 and permission of the department.

320. Educational Psychology.

The course presents a development approach to educational psychology and integrates theoretical and practical issues. The effects of development on behavior, the nature of learning and motivation, individual differences, and the social psychology of the classroom are discussed. The application of this knowledge to educational problems is emphasized. Prerequisites: Psychology 101 and Education 102.

325. Tests and Measurements.

A study of the principles and major concepts of psychological and educational testing, a systematic coverage of various types of tests in current use in psychological work. Prerequisites: Psychology 101 and 220 or permission of instructor.

501, 500, 502. Independent Study.**503, 504, 505. Individual Research.**

Intensive study of a specific research problem by survey of literature, data collection, data analysis, with the supervision and collaboration of a faculty member and possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or Interim; repeated registration to a total of three units permitted. This course is ideal preparation for tutorial work in psychology. Prerequisites: Psychology 101, 215, 220, and permission of the instructor.

603-604. Tutorial.

Sociology and Anthropology

Requirements:

Sociology and Anthropology comprise the joint study of human thinking, feeling and acting in modern and traditional societies and of how we became biologically and culturally human. The courses are intended to broaden and deepen the student's capacities for analyzing socio-cultural stability and change.

Sociology and Anthropology is closely related to other studies and is relevant background to a wide variety of general concerns and practical careers. Majors also should acquire a broad exposure to the humanities as well as to natural and social sciences. Courses in economics, history, philosophy, political science and psychology are especially advisable.

Major Requirements:

12 course units, including the tutorial. Majors are required to take Sociology and Anthropology 101, 104, 314 and 350, Political Science 211 or Sociology and Anthropology 201, Political Science 212 (or Psychology 220 or Mathematics 110). Students should take 101 and 104 by the end of the Sophomore year, and 314, 350 and 201 or Political Science 211, and Political Science 212 by the end of the junior year. Majors are required to take four electives within the department, however, these may also include Music 121, Philosophy 205 and 294. At least two electives must be above the 100-level.

Interdepartmental Major Requirements:

An interdepartmental major must complete 8.0 course units in Sociology and Anthropology, apart from the tutorial. The requirements are Sociology and Anthropology 101, 104, 314, 350, 201 or Political Science 211, Political Science 212 (or Psychology 220 or Mathematics 110), plus two electives in Sociology and Anthropology, one of which is above the 100-level. Electives may include Music 121 or Philosophy 205 or 294.

Minor Requirements:

A Sociology and Anthropology minor must complete 6 course units including Sociology and Anthropology 101, 104, 314, Political Science 211 or Sociology and Anthropology 201, and two electives in Sociology and Anthropology, one of which must be above the 100 level.

101. Introduction to Sociology.

The aim of this course is to develop a framework for the analysis and comparison of human societies. The framework is developed by attending to the historically variable ways in which the political, economic, kinship and cultural elements of different societies interrelate to produce distinctive patterns of domination, social character and value preferences.

104. Introduction to Anthropology.

Study of human socio-cultural evolution and socio-cultural processes, with emphasis on the understanding of humanity to be gained from integrated study of biology, archeology and ethnology.

108. Social Problems and Issues.

This course examines selected contemporary social problems in this and other societies. Issues to be discussed include inequality, poverty, racism and war. The emphasis is upon social structural sources of social problems. Critical attention will be given to proposed solutions to these problems.

148. Marriage and the Family.

This course analyzes marriage and the family in American Society; their historical development, the contemporary economic and cultural pressures on them; and the impact that social class has upon the nature of family life. The course also will contrast the American family with examples of marriage and family life from selected other cultures and subcultures.

182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman. (See also Black Studies.)

188. The Black Family.

A sociological analysis of the Black family in America. The interrelationship of the socio-economic status, the social structure, and social changes affecting the Black family is emphasized. (See also Black Studies).

201. Qualitative Methods of Research.

An introduction to the premises and methods of qualitative research in the social sciences, including intensive interviewing, participant observation, oral history and interpretation of written documents. Students will engage in focused research projects on topics agreed upon with the instructor. Prerequisite: Sociology and Anthropology 101 and 104 or permission of the instructor.

212. Peoples and Cultures.

A survey of one major ethnographic area of the world. Prerequisite: Sociology and Anthropology 104.

218. Social Movements.

This course examines a variety of schemes in the study of different types of social movements. Social movements with political, economic, and religious aims are given special attention. The conditions under which they arise and decline, the nature of their leadership and following, and their ideologies are compared and contrasted. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

220. Education and Society.

This course focuses on schooling or formal education as an aspect of the development of industrial nation-states. The culture of American schools is given special attention with emphasis on the changing functions of education in our society. The effects of the imposition of western-type schooling on developing non-western societies is also analyzed. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

222. Religion and Society.

This course examines the social basis of religion, the ritual devices which are used to render plausible religious experiences, and the impact of religion upon political, economic, and psychological behavior. The religions of traditional societies are given special attention. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

223. Gender and Society.

This course focuses on inequalities between women and men. The processes and mechanisms serving to maintain inequalities in sex roles, such as socialization and social control, are examined, and critical, including feminist, perspectives, are compared. Prerequisite: A 100-level course in Sociology and Anthropology or permission of the instructor.

224. Law and Society.

The focus of this course is upon law as a social activity. The following topics are studied from a comparative and historical perspective: law and social structure, law as conflict resolution and social control, and legal processes. The main emphasis of the course is upon law and social change. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

226. Social Inequality.

This course analyzes the causes and consequences of various forms of inequality in society. The problems of minority groups, the relationship of stratification to conflict and the possibilities of social change are emphasized. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

228. Deviance and Social Control.

This course examines why people are deviant and why and how societies respond to deviance. It focuses on the question of the extent to which deviance is a cultural product rather than an individual pathology. Special attention will be given to cultural definitions of women as deviants. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

231. Criminology.

A general introduction to major issues and problems in the study of crime and criminal behavior. Origins of the discipline of criminology. Theories of causes of crime and critiques of these theories. Criminal law and the criminal justice system in the U.S. and in other societies. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

234. Social Work and Social Welfare.

This course examines social work and social welfare in the U.S. Particular attention will be given to the historical and analytical basis of the methods used by social workers to deal with social problems; to the dilemmas which result from the organization of social welfare agencies; and to the history and critical analysis of social welfare policies. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

235. Ethnic and Minority Relations.

The interrelations of culturally or physically distinctive groups within developed and developing societies. Comparative contexts of struggle over symbolic, political and economic interests. Prerequisite: Sociology and Anthropology 101 or 104.

245. Urban Anthropology.

Central places for the coordination of the economy, power, ideology and entertainment. An anthropological perspective on the pathways, requirements and consequences of urbanism, with particular emphasis on the role of proletariats and subproletariats inside and outside of urban centers. The research of anthropologists in cities. Prerequisite: Sociology and Anthropology 104.

252. Women in Cross-Cultural Perspective.

Economic, social, political and ritual identities and functions of women in a wide variety of cultures, ranging through the "primitive," "historical" and "modern" levels of complexity. Critiques of traditional anthropological approaches to description and analysis. Prerequisite: Sociology and Anthropology 104.

314. Classical Social Theories.

This course examines the ideas of major contributors to sociological thought, such as Auguste Comte, Herbert Spencer, Karl Marx, Max Weber, Emile Durkheim and George Simmel. Their theories are analyzed in light of the socio-cultural contexts of their times and evaluated for their relevance today. Prerequisite: Sociology and Anthropology 101 and 104.

350. Junior Seminar.

Designed especially for majors, this course provides an in-depth investigation of issues of importance to sociology and anthropology (e.g. theories of social change), emphasizing integration of theory and research and preparation for the tutorial. Prerequisite: Sociology and Anthropology 314.

360. Seminar: Special Topics in Sociology and Anthropology.

This course will explore a variety of topics relevant to Sociology and Anthropology. Prerequisite: Sociology and Anthropology 101 and 104.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Theatre

Major Requirements:

13 courses in Theatre including the tutorial. Required courses include Theatre 105, 117, 205 or 301, 211, 212, 216, 304, 332. Three courses must be taken from the following Theatre 103, 106, 112, 192, 205 or 301, 223, English 222.

Interdepartmental Major Requirements:

10 courses in Theatre including the tutorial. Interdepartmental majors must complete Theatre 105, 117, 205 or 301, 211, 212, 216, 304, and 332.

Minor Requirements:

6 courses in Theatre including Theatre 105, 117, 211, 212, 216, and 304.

103. Theatre Appreciation.

This course is a survey of the many elements and components which merge to create the dramatic experience. Students examine the relationship between theatre and society, theatre as a collaborative experience, and traditional and contemporary genres and movements. Attendance at a variety of productions is required

105. Acting I.

Students develop — through exercises, pantomimes, theatre games, improvisations, and simple scenes — specific acting skills, including muscle relaxation, concentration of attention, imagination, spontaneity, motivation, sense memory, and emotion memory. Grading is Pass/Fail.

106. Acting II.

Students investigate the techniques for the proper preparation of a role through disciplined rehearsal and memorization processes, and through comprehensive character and script analysis. These techniques are applied to scene work and monologue preparation encompassing both classical and contemporary dramatic literature as well as to proper auditioning procedures. Prerequisite: Theatre 105.

112. Touring Company.

Students develop acting skills; learn to adapt to a variety of audiences, stages, and circumstances; are challenged to keep the dramatic material as well as their performance fresh over the course of a long run; and experience the benefits of ensemble acting. Students who are cast (after in-class auditions) rehearse the play during class for the first part of the semester and then perform for the rest of the semester — both on and off campus. Non-majors are welcome. (Being cast is prerequisite for registering for this course.) Course may be repeated for credit.

117. Technical Theatre.

This course is a broad overview of the basic elements of technical theatre: scene design, lighting, sound, costuming and makeup, and stage management. Students examine these elements in historical, theoretical, and practical contexts, with hands-on application to department productions required.

192. Speaking to Inform and Persuade.

Students prepare and present a series of speeches. Emphasis is on selecting topics appropriate for specific audiences, gathering and analyzing materials, supporting points with evidence and logical reasoning, organizing presentations through use of outlines, achieving clear and effective style of delivery.

205. Playwriting.

This course concentrates on how to select ideas for dramatic development, how to structure action and conflict, how to build characters, develop a theme, write dialogue and create mood. Students develop writing discipline, apply revising techniques, and learn to market plays for production/publication. Assignments include scenes and a one-act play. Prerequisite: Permission of the instructor

211. Theatre History I.

This course provides a broad overview of the history of theatre from its primitive inception through the 1700's. The emphasis is on representative plays and playwrights; key historical periods, figures, and trends; and the relationship of theatre to its society

212. Theatre History II.

This course provides a broad overview of the history of the theatre in the 1800's and 1900's, exclusive of American theatre. The emphasis is on representative plays and playwrights; key historical periods, figures, and trends; and the relationship of theatre to its society. Prerequisite: Theatre 211.

216. American Theatre.

This course is an overview of the history of American Theatre, with emphasis on representative plays and playwrights, the relationship of the theatre to American society, key historical figures and trends, and the development of contemporary trends and alternative theatre such as Black Theatre, Women's Theatre, and Ethnic Theatre.

223. Acting for the Camera.

Students learn to act for television and film by adapting stage acting techniques for on-camera dramatic performance. Class uses videotaping equipment and is conducted in the studio with some outdoor work. Prerequisite: Acting I.

301. Dramatic Criticism.

Students analyze principal dramatic theories from Aristotle to contemporary theatre critics and examine the roles played by the dramaturg and literary manager in today's professional theatre. Students develop criteria to be used in evaluating drama in performance and write reviews of on- and off-campus productions. Prerequisite: Permission of the instructor.

304. Directing.

This course examines the techniques of script analysis and the principles of staging. Students are assigned exercises that demonstrate the significance of stage position, movement, pacing and rhythm, and explore the actor-director relationship and proper rehearsal techniques. Students direct scenes and short plays.

332. Special Topics Seminar.

Seminar members explore in depth a specific area of theatre history, production, performance, or dramatic theory and criticism by conducting research and sharing results. Emphasis on readings, discussion, papers, and presentations.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Black Studies

Education 322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study.

English 184. Study of Black American Writers.

A survey of literature by Black Americans. The course examines Black literature of all genres: slave narratives, poetry, novels, plays, and non-fiction. Attention is focused upon the specific social, cultural and political contexts which influenced the nature of Black writing.

History 187. Afro-American History.

A survey of the saga of Afro-Americans from west Africa through slavery to emancipation in the United States. The course examines some of the major political, social, and economic developments of the Black American in American civilization.

Psychology 183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure.

Religion 189. Black Theology and Black Religion.

An examination of the interpretation of the Christian church and its implications for the Black religious experience. Focus is on the Black church as a principal agent of integration in the Black community.

Sociology-Anthropology 182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman.

Sociology-Anthropology 188. The Black Family.

A sociological analysis of the Black family in America. The interrelationships of the socio-economic status, the social structure, and social changes affecting the Black family are emphasized.

Information Science

103. Introduction to Information and Computer Science.

Students study how the information environment — an assembly of computers, communication systems, libraries and people — can be organized to handle information efficiently. Fundamental computer programming techniques are presented, microcomputers using the BASIC programming language are utilized. In lab, each student is expected to develop some proficiency in programming and to complete a project in her field of interest. 1 unit.

202. Computer Science II.

An intermediate level computer science course which explores computer organization, operation, and data representation. Computer languages, file handling, and algorithms are studied. Students develop projects in PASCAL. Prerequisites: Information Science 103 and Math 106 or equivalent.

203. Information Science II.

An intermediate level course which covers information technology, information systems and information counseling. Emphasis is placed on how computers are utilized in organizations in the management of information systems. Students learn to design, develop, and implement projects in a data management system environment. 1 unit. Prerequisites: Information Science 103, Math 106 or equivalent.

305. Information Systems Analysis.

This course develops an understanding of a systems approach to the statement and solution of a broad class of information problems. Initially, activities focus on recognizing the need for or existence of information systems, particularly in decision-making situations. Thereafter, emphasis is placed on specifying system objectives, developing systems analysis proposals, and knowing the tools and techniques involved in detailed systems investigations. Prerequisite: Information Science 203. 1 unit.

500, 501, 502. Independent Study.

Students work within an information system environment, either on or off campus, where they design, develop and implement a project for that organization. $\frac{1}{2}$ or 1 unit. Prerequisite: Information Science 202, 203.



The Women's Studies will be interdisciplinary, with courses drawn from several departments of the College. It is anticipated, however, that students will concentrate in areas related to their majors. The minor will be administered by a faculty coordinating committee and a coordinator.

Seven courses are required for the Women's Studies minor. Five are to be selected from the courses listed below. At least one of these courses is to be above the 100-level. With the permission of the Women's Studies committee or coordinator, students may substitute for any of the following courses up to two courses taken at another college or university.

Sociology of Sex Roles (Sociology/Anthropology 250).

Roles and Status of Women in Historical Perspective (History 138).

Women in Cross-Cultural Perspective (Sociology/Anthropology 252).

Black Women in American Society (Sociology/Anthropology 182).

Sex Discrimination and the Law (Political Science 213).

Women in United States History, 1890-1945 (History 156).

Human Sexuality (Biology 120—this course is not currently offered, if reintroduced it will be included in the Minor.)

Cherchez la femme (French 150).

Marriage and the Family (Sociology/Anthropology 148).

In addition to five courses chosen from the above list, each student is required to take in her junior or senior year the Women's Studies seminar and one Independent Study or Internship concerned with some aspect of women's studies. The Women's Studies Seminar will be a one-semester course offered every other year.

Minor Program in Information Science

A student with a major in another department may choose to minor in information science. In such case, the student must take five course units in information science plus a course in statistics. The required courses in information science are:

103. Introduction to Information and Computer Science.

203. Information Science II.

202. Computer Science II.

305. Information Systems Analysis.

500, 501, 502. Independent Study.

The required statistics course must be one of the following courses or sequences of courses:

Math 110. Elementary Statistics.

Political Science 211, 212. Methods of Political and Social Research, and Elementary Statistics and Computer Analysis in Political and Social Research.

Psychology 109, 110. Elementary Statistics, and Quantitative Methods Laboratory.

Dance Program

Minor Program in Writing

The minor in writing gathers courses from several departments in order to offer students a variety of approaches to many aspects of writing. Although each student will be able to tailor the minor to her particular interests, those interests would seem to fall into one of three broad areas: some students will elect the minor as a step toward careers in professional writing (e.g., journalism); some will elect the minor as a supplement to a major, preparing themselves for general or specific goals in their careers (e.g., business or technical writing); some will elect the minor in order to prepare for specific graduate training in the field.

Applicable to the minor are courses in both the practice of writing (Group A) and the theory of verbal communication (Group B). Students choosing the minor will select from among the courses with the advice of a member of the English Department who will outline with the student the plan of course work which meets her particular curricular needs. All students must earn a "B" grade or better in English 103 (Expository Writing II) as a prerequisite for declaring the minor. Each student will enroll in one course from each of the two groups and in four electives from either group. One of the electives may be an internship.

Group A

Communication 250. News and Feature Writing.

Communication 203. Editing and Writing.

English 243. Imaginative Writing I.

English 244. Imaginative Writing II.

Modern Languages 205. Grammar and Composition (French, German, Russian, Spanish).

Group B

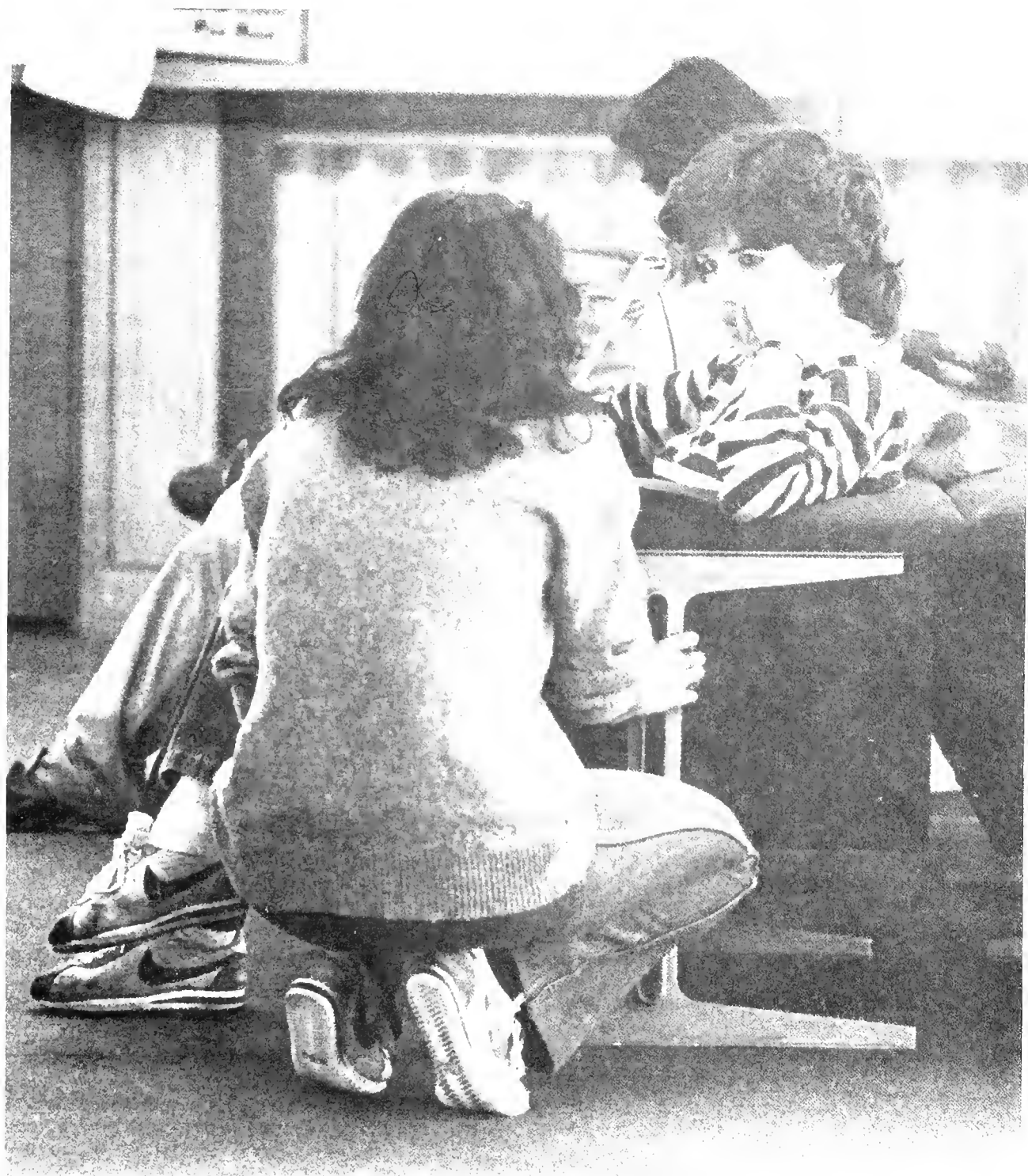
English 141. Descriptive Linguistics.

Communication 220. Persuasion.

Communication 201. Communications Systems and Theories.

Modern Languages 120. Comparative Languages.

In 1980, a new program was offered in cooperation with the Pittsburgh Ballet Theatre, one of the six major professional ballet companies in the country. The program enables dancer-scholars to combine study for a bachelor's degree with training in dance. Applicants are admitted to Chatham and to the official school of the PBT; the usual admissions requirements of the College are followed, and applicants are auditioned by the PBT. For more details about the dance program, contact the Admissions Office.



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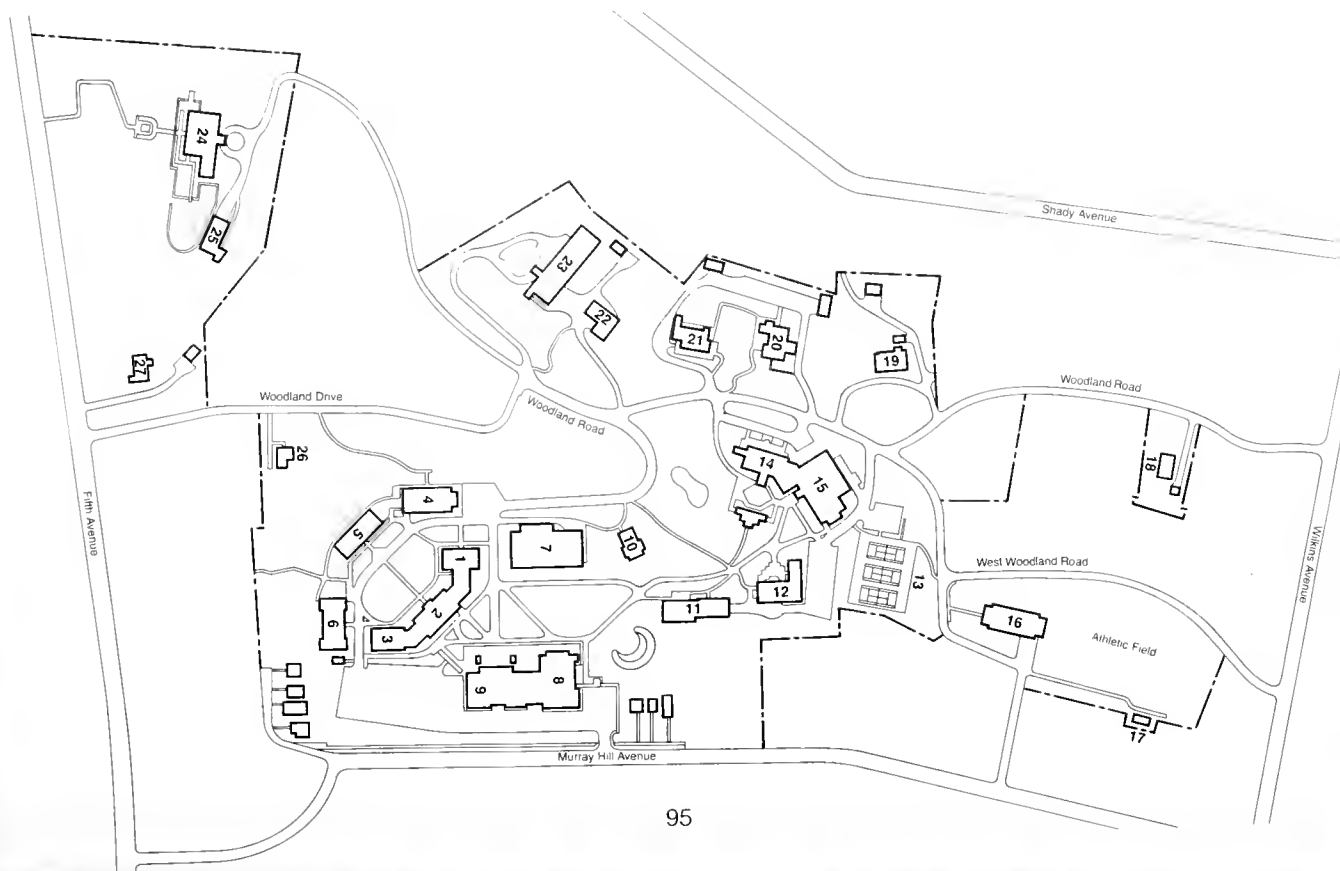
B.S., University of San Carlos

Nicole Yochum, *Lecturer in French*

B.A., University of Pittsburgh;
M.A., Duquesne University

Campus Map

- | | |
|-------------------------------|---|
| 1. Braun Hall | 15 Paul R. Anderson Dining Hall |
| 2. Falk Hall | 16 Gymnasium |
| 3. Coolidge Hall | 17 Lodge |
| 4. Chapel | 18 Gregg House |
| 5. James Laughlin Hall | 19 Berry Hall |
| 6. Buhl Hall | 20 Marjory Rea Laughlin House |
| 7. Woodland Hall | 21 Julia and James Rea House |
| 8. Edward D. Eddy Theatre | 22. Beatty Hall |
| 9. Jennie King Mellon Library | 23 Fickes Hall |
| 10. Lindsay House | 24 Benedum Hall |
| 11. Dilworth Hall | 25 Benedum Hall Carriage House
Children's Center |
| 12. Mellon Carriage House | 26 Mary Acheson Spencer House |
| 13. Tennis Courts | 27 Gateway House |
| 14. Andrew W. Mellon Center | |



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